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GAMES,
HEAT WORK
AND
SENSE TRAINING
EXERCISES



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Educational
Teach

H Games, Seat Work

and

Sense Training

By

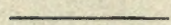
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FOREWORD

When unhealthful bodies, mischievous tendencies, dulled mental powers, and divers and sundry kinds of wrong doing are present in school rooms, it is safe to say that monotony, or repression of expression, is a common state of affairs.

G. Stanley Hall.

The games, seat work, and sense training exercises contained in this little book are the result of years of experience with thousands of children and hundreds of excellent teachers.

Great care has been taken to give a variety of educative exercises that cultivate attention, concentration, interest, judgment and reasoning, and that train along the lines of regular school work.

Games show the real children and bring the teacher and children nearer together. They cast out monotony, arouse interest, help discipline, and make the school-room a place in which to act instead of listen. They also show the imitative, inventive, expressive, and social interests of children.

Sense training has been considered an important part of school work for many years, and its beneficial results are recognized by all real teachers.

The seat work problem has always been a difficult one, and it will never be completely solved. Much of the seat work herein suggested is along industrial lines, and will prove helpful in country as well as city schools.

Grateful acknowledgment is made to all publishers who have kindly allowed the use of quotations, and to all teachers who have assisted in proving the value of educative games, seat work and sense training exercises.

M. A. H.

When a teacher by reason of inspiration or good training, brings to her children the right thing, they respond so freely and fully, that half in ecstasy and half in despair she exclaims, "Why cannot they be always like this?" If they could the millennium would indeed be here ushered in by an army of perfect teachers.

John Dewey.

GAMES

Play is the first period of apprenticeship in the life of the child. It reacts upon him and helps to make him what he is.

Francis W. Parker.

EXPRESSION GAME

Material:—Expression sentences (or sentences helpful in securing expression in reading) written or printed on oak tag 6x12 inches.

Send ten children out of the room and hide ten cards. At a given signal call them in, tell them to find the cards and arrange themselves in a line across the front of the room. As soon as they can read their sentences tell them to turn the cards toward the other children. Call upon each child to read. If a sentence is incorrectly read, or read with poor expression, another child may read and take his place in the line.

EXPRESSION SENTENCES

Throw the ball high, high, high.
The dear little boy was so tired.
The birds flew far, far away.
Hurrah! Hurrah for Thanksgiving!
Hurrah, for the pumpkin pies!
I am so glad that Christmas is coming.
Don't, boys! Don't hurt the frogs!

ALPHABET GAME

Print or mount the letters of the alphabet upon cards 3x5 inches.

Distribute the cards and have each child take his place

upon the floor. When the alphabet is complete have the children repeat it, each saying his own letter. Have the children in their seats repeat it.

Teacher spell a short word familiar to the class. The children holding the letters contained in the word step forward and the children in their seats pronounce the word. Object—Memory, observation, and attention.

BEAN BAG GAME

Place a box in the front of the room. Give each child a bean bag. At a given signal tell the children to run around the room and as they pass the box throw their bags into it. Those failing to do so are out of the game. The ones who were successful may take the bags and run again.

OBSERVATION GAME

Send a child out of the room, hide an object of interest and then call the child back. When he is far away from the object the children in their seats sing very softly, as he approaches it the tones grow louder.

FINDING GAME

Teacher show an interesting object to the school. Have the children in the first row leave the room. Teacher place the object where it can be easily seen. At a given signal have the children return and look for the object, and when it is discovered, pass quietly to their seats. Search should continue until it has been seen by all. Have the children in the second row leave the room. Hide the object in a different place and continue the game as before.

Object—Observation, concentration, and rest.

HAVE YOU SEEN MY FRIEND

The children form a circle. One child walks around the outside, and touching some one on the back asks, "Have you seen my friend?" The one questioned answers, "How is he dressed?" The dress of some child is then described, as, "He has a blue suit and a red tie." The child who recognizes himself must run around the outside of the circle and try to reach his own place before he is tagged. If tagged he is "it" and the questioner takes his place in the circle.

SHEPHERD AND SHEEP

Choose two shepherds. Select a certain number of sheep for each one. At a given signal, the sheep all gather in the front of the room. The work of each shepherd is to recognize his own sheep and separate them from the sheep of the other shepherd. The one who succeeds in doing this first wins the game.

As the children become more proficient, give each shepherd half the children in the room, and proceed in the same way.

WORD GAME

Send three or more children into the cloak room and ask several children to place cards about the room with written or printed words upon them. At a given signal have the children come in and collect the words they know. When all the words are collected have each one name his words. If there are any he cannot name take them from him. Count the cards and determine the winner.

NUMBER GAME

Have the children form a circle. The teacher pass around the class rapidly with such questions as: $4 + 3$,

6 — 2, 4 and how many make 10, 8 take away how many leaves 2, 5 is how many more than 11, 4 is how many less than 6, what must I add to 6 to make 12, etc. If a child gives the wrong answer, or cannot answer quickly, he must go into the center of the circle. Then if he can answer before the one whose turn it is, he may take the second one's place and the second one goes into the center.

RECOGNITION OF VOICES

Teacher, write action sentences upon the board: as, Eat some candy, Stand in the corner, Throw the ball to me, etc., and as each one is written ask a child to perform the action and pass into the cloak room. After a number of these sentences have been written and the action performed, ask a child to go to the door and say in a clear distinct voice, "Who was it that ate some candy?" The child who ate some candy responds from the cloak room, "It was I who ate some candy." If the child who asked the question recognizes the voice he is to say, "Come in, Harry." If he does not recognize the voice, the children in their seats are to guess who it is and call him in

If the child on the floor succeeds in naming all of the children, allow the ones in their seats to applaud.

SPELLING GAME

Have the children form a circle. Select a leader to stand in the center of the circle and give him either a ball or a bean bag. Have him pronounce a word and as he does so throw the bean bag to a child. The child to whom the bean bag is thrown is to spell the word and throw the bag back to the leader. When a mistake is made the child must take his seat and a new leader is chosen from the circle.

BEAN BAG RACE

Place a bean bag on each of the front desks. Have the child in the front seat hold the bean bag with both hands and await the signal. At the teacher's signal each child, without turning his head and still holding the bean bag with both hands, raises it over his head and the child back of him catches it and passes it on. When it reaches the last child in the row he is to run and put it on the front desk. The children of the winning row have the privilege of clapping.

WORD GAME

Print or write on separate cards such words, as, by, who, that, was, when, here, have, etc. Give one card to each child in the class and have them named in regular order. As each child names his word his card is taken and another one given to him. The one who can name the most words in a limited time wins the game.

SEASONS

Select four children and give each one the name of a season. Select another child and give him a bean bag. The child who has the bean bag calls "winter" and the child representing winter is to name the months in that season, catch the bean bag, and toss it back again. Continue in this way with the different seasons.

WORD GUESSING

Place a list of words upon the board. Give a child a pointer and ask him to stand near the board and face the class. Teacher touch a word then ask this child to guess which word it is by asking: "Is it dog?" The class answers, "No." "Is it beautiful?" The class answers, "No." Continue in this way until the word is guessed.

PHONIC GAME

Write or print the different endings, as, ed, all, ag, on cards. Familiarize the children with them. Arrange them along the blackboard ledge and ask a child to get a card and to give a word with that ending. Continue until all the cards have been collected.

WORDS

Write or print words on pieces of heavy paper. Give each child in the class a word. If he can name it at once he keeps it, if not, he must give it back. At the end of the drill each child is to pin his words together and take them home.

HOOP GAME

Material—Bean bags and a hoop wound with pretty ribbons.

Have a child hold a large hoop in a vertical position. Give each child in the row a bean bag and give him an opportunity to throw it through the hoop. Station two children back of the hoop, one to catch the bags and one to carry them back to the place from which they are to be thrown. The row sending the greatest number of bags through the hoop is the victor.

SPELLING GAME

Print or write the letters of the alphabet on separate cards and give one card to each child. Call for any word familiar to the children; as, kitty, doll, apple, girl, boy and let the children holding the letters contained in the word come quickly before the class and form the word. Have the class spell the word.

A RACE

Place three bean bags at equal distances apart on the right side of the room. Place three bean bags at equal distances apart on the left side of the room. Select two children to run a race. Have them start from a chair placed in the middle of the front of the room. At a given signal the two children run, one to the right and one to the left, and get the first bean bag and bring it to the chair, then do the same with the second bean bag, and the third. The child who can accomplish this first is the winner. The children in their seats clap, but are not allowed to be noisy or boisterous.

AUTOMOBILE AND STEAMBOAT RACE

This game is to be played by the second and fifth rows, the first and fourth rows, or the third and sixth rows.

Place a bean bag on the first seat of the first row and name that row an automobile. Place a bean bag on the front desk of the fourth row and name it a steam engine. At a given signal each child in the front seat rises, runs up one aisle and down the next and places the bean bag on the desk of the second child who quickly takes the bag, runs up the aisle, and down the next, placing it on the desk of the third child. When the bean bag reaches the child in the last seat he brings it to the teacher. The row which succeeds in getting the bean bag to the teacher first is the winner.

Select two other rows. Name one a steamboat and the other a bicycle, and proceed as before. Select two other rows. Name one a horse and carriage, and the other a trolley car, etc.

In playing this game insist upon the children in their seats keeping their feet under the desks that no one may trip.

BEAN BAG RACE

Material—Sixteen bean bags.

Arrange the children in four rows, four in each row. Teacher number them as follows: First one in first row, second one in first row, third one in first row, fourth one in first row, first one in second row and so on until each child has a number. Give a quick drill to be sure that each one knows his own number, also the number of his row. Teacher throw a bean bag and say, "First one fourth row," and the child having that number should catch the bag. Continue in this way until all the bags have been thrown.

To recall the bags teacher say, "Fourth one fourth row." The child having that number should throw the bag to the teacher and as he does so give his number and row.

This is an excellent exercise for concentration and memory.

THE MULBERRY BUSH

Arrange the children in a circle around the room and have them perform the actions as given in the simple song below.

Here we go round the mulberry bush, the mulberry
bush, the mulberry bush,
Here we go round the mulberry bush,
On a cold and frosty morning.

This is the way we wash our face, wash our face, wash
our face,

This is the way we wash our face
On a cold and frosty morning.

Wash our hands.
Comb our hair.
Clean our nails.

Brush our teeth.
Clap our hands.
Rock the babe.
Sweep the floor.
Wash the clothes.
Iron the clothes.
Feed the chicks.
Saw the wood.
Chop the wood.
Skip to school.
Go to sleep.

The last line of each verse may be changed to "On a bright and sunny morning."

FOX AND GRAPES

Choose a child to stand on a chair and hold a bunch of grapes, and another one to be the fox. The fox walks along and suddenly sees the grapes. "Oh, this is such a warm day and I am so thirsty. I must have those grapes," says the fox. He jumps and jumps for them but cannot reach them. He lies down and rests for an instant then says, "I must have those grapes." He jumps, and jumps and jumps, but fails to reach them. At last he walks off saying, "They are old sour grapes anyway."

LITTLE BOY BLUE

Designate a place in the room as the meadow, designate another corner as the cornfield. Select the children in one row for sheep, who quickly run to the meadow. Select the children in another row for cows, who quickly run to the cornfield. Choose two children to tell the story and one boy for Little Boy Blue.

Herbert—"Little Boy Blue!
Little Boy Blue! Come blow your horn.

The sheep are in the meadow,
The cows are in the corn."

(Coming towards Alice.)

Where is the little boy

Who tends the sheep?

Alice—He is under the hay stack fast asleep.

Herbert—Will you wake him?

Alice—No; not I, for if I should he'd be sure to cry.

Herbert—All right, then I will.

Herbert—(going over to Little Boy Blue and shaking him—"Little Boy Blue! Come blow your horn,

The sheep are in the meadow,

The cows are in the corn."

Little Boy Blue wakes up, blows his horn and tries to catch the sheep and cows. They run softly around the room once and into their seats.

Other children are chosen for the cows and sheep, also other ones to tell the story and the game is repeated.

DIRECTION GAME

Place children to represent the points of the compass. Have one of the children who is in his seat call for some directions as, "Where is Northeast?" The child at that point quickly says, "Here is Northeast." If he fails to give the direction quickly the child who asked the question takes his place and he sits. Then the children on the floor change places and the question is repeated by another child and the answer given as before. The children should change places each time after the answer has been given.

DAYS OF THE WEEK

With a large rubber ball and seven children standing in a row give this exercise.

Name each child a day of the week. Call John "Mon-

day," Alice "Thursday," Kate "Saturday," etc. Teacher bounce the ball and as she does so say "Thursday" and the child whose name is Thursday should catch it." Teacher bounce the ball again and as she does so say "Saturday," and the child whose name is Saturday should catch it. The children who fail to catch the ball pass to their seats.

When there are only a few left in the row allow them to run quite a distance and catch the ball as their name is called.

GUESSING GAME

Let one child think of a number and the other children guess it by asking questions in this way: "Are you thinking of 5 and 2?" "No I am not thinking of 7." "Are you thinking of 8 less 4?" "No, I am not thinking of 4?" "Are you thinking of 2 pints?" "No, I am not thinking of one quart." "Are you thinking of 1-3 of nine?" "Yes, I am thinking of 3."

WHO IS IT

Have the children form a circle. Blindfold a child, give him a pointer and place him in the center of the circle. At a given signal the children are to rotate until the floor is tapped with the pointer when they are to stop immediately. The child in the center must point to some one who is to take hold of the pointer. The one who is blindfolded asks, "Who is it?" The child holding the pointer answers, "It is I." If the child's name can be given correctly he is to be blindfolded and take his place in the center of the circle.

BALL TOSSING

Choose a number of girls to stand in a straight row. Give each girl an opportunity to select a partner who

is to stand opposite her at a distance of about four feet. Give each girl a ball. At a given signal the girls are to toss the balls to their partners and they are to continue tossing the balls until one is unfortunate enough to drop it, then they must stand still with hands at side until a second signal is given. The two children who can toss the ball the longest are the champions.

This game affords much amusement and develops concentration.

PHONIC GAME

Place a number of characters upon the board, f, c, d, h, p, l, ch, sh, etc. Give a child a pointer and ask him to stand near the board and face the class. Teacher touch a character then ask this child to guess which sound it is by asking "Is it f?" The class says "No." "Is it c?" and so on until the sound is guessed. The child guessing gives the sound and not the name of the letter.

BALL GAME

Have the children form a circle and give each one a number. Teacher stand on the outside of the circle with a large rubber ball, give a number combination as $5 + 2$, and toss the ball high into the air so that it will come down in the center of the circle. The child whose number is 7 is to catch the ball, give the sum and toss the ball to the teacher. No child in the circle is to move or touch the ball except the one who has the correct answer. Continue the work rapidly that all may take part in the game.

This game may be used very effectively in drills upon the multiplication table as it requires every child to think out every answer.

SPIDER AND FLY

Children (flies) form a circle and one child (spider) stand in the center. Give each fly a card with a word upon it, and let the spider catch the flies by naming the word correctly.

RAINBOW GAME

Material—Soft balls of rainbow colors and cards with the names of the colors upon them.

Teacher, hold up a card with the word "red" upon it and ask a child to find a ball that color, and stand in the front of the room. Continue until all the colors have been presented. Teacher hold up a card and ask a child to take the card and stand in front of the one who has a ball of corresponding color. Continue until all the cards are disposed of. Tell the children who have the balls to hide them and let the children in their seats name the cards, or the words on the cards.

VISITING GAME

All heads down on the desks. All eyes closed. Teacher touches a child who runs into the cloak room and raps at the door. As soon as he raps the teacher quickly chooses a child to answer the door, calling, "Who is it?" (The children in their seats listen attentively.) The child in the cloak room says, "It is I." The child who called is to recognize the voice of the missing one and say, "Come in, Harold."

A RACE

Place six or seven blocks or bean bags on the floor in irregular order and select a child to stand near each

one. The teacher gives a signal and when it is given the children are to run lightly around the room and return to a block. In the meantime the teacher has removed one of the blocks and one child will be without a place. Each time they run a block is to be removed and the last child to hold a place wins the game.

Aim for quiet running and allow no clapping.

THANKSGIVING GAME

Material—The following words written or printed upon separate cards.

Pilgrims	hard winter
England	Miles Standish
Mayflower	Priscilla
freedom	Squanto
Oceanus	log cabins
Atlantic Ocean	corn
eight weeks	Plymouth Rock
one hundred	Indians
November	summer
good crops	Ruth Endicott
John Alden	Pocahontas
Thanksgiving	three days

Divide the class into two divisions and select a leader for each division, or select leaders and allow them to choose their own helpers as in a spelling match. Give each leader a number of cards (ten or twelve). The leader of Division No. 1 calls a word and names a child in Division No. 2, as "Pocahontas, John." John answers, "Pocahontas was a little Indian girl," or "Pocahontas saved the life of Captain John Smith." The teacher may decide the fitness of the answer or appeal to the class. If it is not correct, or if the child called upon cannot give a prompt reply, he is to take his seat and others called upon until a satisfactory reply is se-

cured. The leader from Division No. 2 then calls a word and names a child in Division No. 1 as, "Oceanus, Mary." Mary answers, "Oceanus was born on the Mayflower," etc. The side having the greatest number of pupils sitting loses the game.

PHONIC GAME

Write or print a number of phonograms familiar to the children, as, ape, ip, ing, all. Teacher hold one before the class, and ask a child, or the children, to give rapidly sentences containing a word made from this phonogram. Examples:

I play ball.
I like a small girl.
The nuts fall.
I call Kitty.
Kitty is so small.

WORD GAME

In the front of the room arrange two rows of children opposite each other, and give each child a card with a word written or printed upon it. Ask the children to hold the cards so that the words can be easily seen. Select a leader who is to stand where he can see the words of both sides. He is to call two words, one from each side, and the children whose words are called are to exchange places. If one fails to go he loses his place and it is filled by one of the children in the seats.

To vary the game the children may exchange cards instead of places.

ORAL SPELLING

Write fifteen or twenty words upon the board. Choose a child to face the class, stand with his back to the words,

and say this: "I am thinking of a word." Call upon the children in the class to guess the word by saying, "Is it build?" The child in front is to answer, "No, it is not b-u-i-l-d." Continue in this way until all the words have been spelled.

At other times draw the curtain and have the children at their seats ask, "Is it b-u-i-l-d?" The child in front answers, "No, it is not build." Continue until the right word has been guessed. The one who guesses the word then takes his place in front.

WORDS

Write or print words upon cards. Begin at one end of the line and show each child a card and have him name it. If he fails, he is to step out of line. Continue down the line until each child has had a turn, then give those who failed an opportunity to return to the line. To return, the child must know the next three words.

NUMBER RACE

Divide the blackboard into spaces. In each space place simple number combinations or examples in subtraction, multiplication or division. Call each space a mile.

A $5 + 3 =$ | $3 \times 2 =$ | $10 - 7 =$ | $12 \div 4 =$ | B

Select two children to run a race. Start one child at "A" and the other at "B." The one running the greatest number of miles correctly wins the race.

SQUIRREL GAME

Select two children and call them squirrels. Give each squirrel three acorns and tell him to place them in the chalk tray in the front of the room. At a given signal the children run a race and carry one acorn at a time to the back of the room and place it in the chalk tray. The

one who can get his three acorns to the back of the room first wins the race.

PHONIC GAME

Teacher think of a word and give the initial sound, and ask the children to guess the word.

Teacher—I am thinking of a word beginning with br.

Child—Is it brown? No.
Is it bread? No.
Is it brownie? No.
Is it brush? No.
Is it bright? Yes.

Teacher—I am thinking of a word that rhymes with ring.

Child—Is it sing? No.
Is it king? No.
Is it spring? Yes.

PUSSY WANTS A CORNER

Write or print familiar words on oak tag 4 x 6 inches, and place them in each corner of the room, also at certain places between. (Use about ten or twelve cards.) Station a child beside each word, and appoint a Pussy, who wants a corner. Have the children exchange corners by calling the name of the corner to which they wish to go. The Pussy is to secure a corner during some change, or by being able to correct a mistake which has been made. Require each child to be almost constantly moving, and the Pussy to continually circle about the room in search of a corner which is not occupied.

WORD GAME

Material—A set of cards upon which words most difficult for the children to remember have been written. Arrange the children around the number table and spread the cards about so that they can be plainly seen. Call for a word and the child who finds it first is to hold it up. In this game do not allow the children to touch any other word than the one called for. When all the cards are gone ask each child to quickly name all the cards he holds. If there are any he cannot name he is to forfeit them. The child who holds and names the most cards wins the game.

SEATWORK

The child who employs his hands intelligently in the school room, in due proportion, is satisfying one of the most powerful interests within him.

John Dewey.

COLORED PEGS

1. Give each child a handful of pegs and direct him to use them in the following ways: Put all the red ones together, all the yellow ones together and so on. Direct him to make squares, circles, triangles, semi-circles and oblongs. Later have him convert these forms into borders.

For a change, have the children call the pegs soldiers and let them march in twos, threes and fours, in straight rows, around their desks.

Jack-o-lanterns, houses, telegraph poles and wires, railroad track or any object of interest to the child may be made with the pegs.

WALL PAPER DESIGNS

2. Teacher cut, or have the children cut, figures from wall paper. Give each child a number of these figures to assort and tell him to put all that are exactly alike together. Give each child a square and have him draw, very delicately, the diagonals in order to find the center of the paper, then have him place the figures in correct position.

The children may copy designs made by the teacher or they may make original ones. Inspire the children to do neat, careful work, then use the best ones for the decoration of the room.

LEAF BOOKS

3. Have the children collect and press many autumn leaves from the different trees and shrubs. Give each child four sheets of dainty gray or brown paper to make a book. Teacher write on the outside of each book "Come Little Leaves." Have the children paste the pressed leaves on the inside of the book being careful to paste the oak leaves on one page, the currant leaves on another, the maple leaves on another and so on.

This exercise teaches the children the names of the common trees and shrubs, also gives them an attractive book to take home.

4. Have the children trace around leaves, cut them out and mount them on tinted paper.

PAPER CUTTING

5. Teach the children to rule and cut one inch strips. Have them paste these strips together in such a way as to form a long ribbon. Utilize them in different ways. Let them write all the sounds they know, draw pictures, borders, write figures, etc., upon them.

COLOR CARDS

6. Give each child a 6 x 8 inch card upon which is written in large form the names of the colors red, orange, yellow, green, blue, violet, also a handful of the colored pegs, requiring him to lay all the red pegs under the word "*red*," the yellow pegs under the word "*yellow*," etc.

In writing the cards, be sure to have the arrangement of the words on each card different.

PAPER FOLDING

7. Take an eight-inch square and place it upon the desk. Fold the lower edge to meet the upper edge. Crease. Unfold. Fold the lower edge to meet the middle crease. Unfold. Turn the paper half way round. Fold the lower edge to meet the middle crease. Unfold. Place the paper so that the creases will be in a vertical position. Repeat the above direction and you will have sixteen squares.

Give each child a square of white paper and direct him to fold it into sixteen small squares. In each square have him draw a simple picture, or write a word. Cut the squares and paste them together to form a design or a border.

Give each child an oblong sheet of paper and have him use it as directed above.

WORD CARDS

8. Mount interesting pictures of animals and objects on oak tag. Under each picture write its name. On small pieces of oak tag write several words corresponding to those written under the pictures. Ask the children to lay the pictures at the top of their desk and find the words that correspond to those written below the picture.

The pictures and words may be kept in boxes (handkerchief boxes suggested) and each box should contain a different set of pictures and words.

COLOR AND WORDS

9. Make a set of cards. At the top of each space paste a half circle, or a semi-circle of each of the rainbow colors, and under each color write its name. Write the names of the colors on small slips of cardboard and enclose quite a number of each one

in an envelope. Pass a card and an envelope to each child and tell him to place the written word under the proper color.

DRAWING

10. Select interesting pictures showing action and mount each one of them on oak tag. Give each child two or three pictures and let him copy them.

LANTERNS

11. Give each child an unruled tablet sheet 6x9 inches and tell him to divide it into two equal parts, draw a line through the center and cut on the line. From the two oblongs thus obtained have him make two lanterns according to the following directions: Place one oblong on the desk with the long edges in a horizontal position. Fold the lower edge to meet the upper edge and crease. From one end cut a narrow strip for a handle. About one-half inch from the top draw a very delicate horizontal line. Cut the paper into narrow strips from the crease to the horizontal line. Unfold the paper, place the short edges together in such a way as to form a lantern, and secure it by a very little paste at the top and bottom. Paste the handle on the inside of the lantern. Colored paper may be used very effectively in the making of lanterns.

PAPER CHAINS

12. Give each child either an unruled tablet sheet or a piece of colored paper and tell him to rule it into half-inch strips and cut each strip four inches long. Tell the children who have the colored strips to exchange a part of them with some one who has the white ones. From these strips ask the children to make chains, being very careful about the pasting. Use these chains for room decorations.

MATS

13. From eight inch squares of white oil cloth, teacher make a number of mats according to the following directions: Divide the oil cloth into halves by drawing a vertical line from the middle of the upper edge to the middle of the lower edge. Fold the lower edge to meet the upper edge and crease. Place it on the desk so that the crease is at the left. On the upper edge three inches from the crease place a dot, move the ruler to the lower edge of the paper and three inches from the crease place a dot. Connect these two dots by a horizontal line. On the horizontal line just drawn, at the right of the vertical line, place six dots one-half inch apart. At the left of the vertical line place six dots one-half inch apart. Opposite these dots place corresponding ones on the crease. Connect these dots by vertical lines. Cut on the vertical lines from the crease to the horizontal line. Unfold the oil cloth and you have a mat similar to those used in the kindergarten. Give each child a mat and ten or twelve splints and direct him to weave a mat. He may weave as he chooses, according to a copy placed before him, or from dictation.

SENTENCE DRILL

14. Give each child an envelope containing action sentences. Write upon the board a list of action sentences and have the children arrange the sentences on their desks corresponding to the list on the board.

WORD DRILL

15. Material—Pasteboard or wooden plates, such as are used at bakeries, and cardboard of different colors. Write words, familiar to the children, upon cardboard and put them into the plates being sure to put several

copies of the same word in each plate. As the vocabulary increases add to the number of words.

Give each child a plate and direct him to take from the plate all the words he knows and place them in neat rows upon his desk. In examining the seat work occasionally allow a child to name all the words he has found.

The children never tire of this exercise and the many colors of cardboard add to the attractiveness of the work.

BORDERS

16. Have the children rule and cut one inch squares. When this can be done well give each child a piece of colored paper to be ruled and cut into one inch squares. Give him a strip of paper 2 x 8 inches. Teach him to find the middle of this paper by making a slight crease at each end and connecting these creases by a delicate line. Have the children lay the squares so that the opposite corners of the square will touch this line and then paste.

Give this exercise as a class exercise first, afterwards as seat work. When you have established a basis for one border you have very little to do in directing the children to make all other borders.

Children must be taught how to do seat work before they can be expected to do it intelligently.

CUTTING AND PASTING

17. Have the children cut pictures of articles of furniture from catalogs and paste them in an artistic way on a sheet of paper. Direct them to place all the pictures suitable for a kitchen on one sheet; all those appropriate for a parlor on another sheet, and all those appropriate for a bed-room on another sheet. Have these sheets fastened together in booklet form.

Ex. Bed-room; chairs, bedstead, chiffonier, standing mirror, cradle, etc.

Have the children cut pictures from magazines and fashion plates and mount them on tablet sheets.

ALPHABET

18. Mount the letters of the alphabet across the top of a card. The whole alphabet should be used, but only one-third of it on each card. Give each child a card and a tray or box of letters and have him match the letters.

The object of this exercise is to make the children familiar with the letters before word building is begun.

NUMBER BOOK

19. Give each child two or three sheets of ruled tablet paper for the inside of a book and a sheet of tinted paper for the cover. Have him make a book, and cut the figures from calendars and paste them in order from one to ten and later from ten to twenty. (The figures are to be carefully arranged on the lines.)

CANDY BOX

20. Fold an eight inch square of folding paper according to the following directions: Fold the lower edge to meet the upper edge and crease. Fold the lower edge to meet the middle crease and crease. Turn the paper half way around. Fold the lower edge to meet the middle crease and crease. Place the square on the desk so that the creases will be in a vertical position. Repeat the directions for folding and you have sixteen squares. Cut on the left side of the square in the lower right hand corner. Cut on the right side of the square in the lower left hand corner. Repeat this with the squares in the upper right and left hand corners. Fold into box form and paste the corner squares on the inside of the short

oblong. Take another eight inch square, repeat this exercise and use it for a cover for the box. Cut a small triangle out of the bottom of the two parallel sides of the cover, thus affording places to hold the box when you wish to remove the cover.

WORD DRILLS

21. Arrange pictures of objects or animals on cards 6 x 8 inches. Enclose in an envelope the words corresponding to these pictures. Give each child a card and an envelope and require him to place the name of the object or animal under the correct picture.

22. Select appropriate miniature, famous pictures and mount each one of them on tag board. Write words, phrases and sentences descriptive of each and enclose them all in a large envelope.

Give each child an envelope and tell him to find sentences and phrases descriptive of the picture, and to place them beneath it. He may also find words which name objects in the picture and place them beneath it.

Examples

Picture—Feeding Her Birds—Millet.

Mamma is feeding her little birds. House, stool, hen.

Picture—The Helping Hand—Renouf.

Grandpa is a fisherman. See, I can help him.

A little girl.

Grandpa, boat.

PICTURE BOOKS

23. Teacher and children make a collection of Perry Pictures or good pictures from illustrated magazines.

Give each child four sheets of manila paper 6 x 9 inches for the inside of a book and one sheet of tinted paper, the same size, for a cover. Have them make a book.

Arrange the collection of pictures on a table and call the children, one row at a time, to make a choice for their own picture book. If the pictures are small, as some will be, allow them to choose two pictures and arrange them prettily on one page. When all are provided with pictures direct them to trim the edges and paste them into their books.

This makes a very pretty class exercise and can be given once a week or twice a week until the little books are filled. Carefully direct the arrangement of the pictures in the books. No ill feeling can arise in regard to first choice of pictures, as each day the teacher will give a different row the first choice.

SPELLING BOOKS

Have the children make a spelling book from paper $6\frac{1}{2} \times 8$ inches. Use white paper for the inside of the book and tinted paper for the cover. Inside these books have the children paste words which they know and have cut from magazines or papers at home. The children must name the words to the teacher before pasting them into their books. Encourage the children to bring words printed in large type.

The little books are much enjoyed and help the spelling work.

SPELLING

24. Mount several pictures on a card. Distribute the cards giving one to each child in the class. Ask the children to write the names of the objects and to make a list of the action words. These words may be made with alphabet cards instead of written, if desired.

BIN

25. Fold an eight inch square into sixteen squares according to directions given in Exercise 20. Cut from the lower right corner to the upper left corner of the upper right square. Cut from the upper right corner to the lower left corner of the upper left square. Place the paper on the desk so that the side from which the triangles have been cut is at the right. Find the middle square in the lower row. Cut on the right and left side of this square. Find the middle square on the upper row. Cut on the right and left side of this square. Fold the right and left squares inside of the middle square and paste.

BASKET

26. Fold an eight inch square of colored paper into sixteen squares according to directions given in Exercise 20. From the right side cut off one row of squares. Place the paper so that the eight inch edges are in a vertical position. Find the middle square in the lower row. Cut on the right and left side of this square. Find the middle square in the upper row. Cut on the right and left side of this square. Fold the two outside squares around the middle square and paste. Cut a handle about half an inch wide and paste it inside the basket.

PHONIC WORK

27. Children who have reached the second grade should have a thorough knowledge of sounds and phonograms.

Place the phonogram ack upon the board and ask them to write ten words containing it.

Let the children choose a phonogram and make words containing it.

Place two phonograms upon the board which sound alike, as eet, eat and tell the children to write as many words as they can under each, being careful to write the word in its correct place.

NUMBER

28. Paste colored circles upon cards. Place several cards where they can be easily seen by the children. Ask them to tell all they can about each one; as $12 - 5 = 7$, $4 + 3 = 7$, $14 \div 2 = 7$, 7 days are one week, 7 pints equal $3\frac{1}{2}$ quarts, 7 quarts equal 14 pints.

QUOTATIONS

29. Mount printed quotations which are familiar to the children on oak tag. Distribute them and have them copied in script.

LANGUAGE

30. Prepare a set of language cards in this way. Fold a 9×12 inch piece of oak tag in the middle and crease. On the inside of this paste a desirable language picture. At the side of the picture write a list of words which will be necessary to use in the story. On the opposite page write a simple story containing four or five sentences leaving blanks in each sentence. Give each child a card and ask him to copy the story and fill in the blanks with suitable words selected from the list at the side of the picture.

Note.—Each card should have a different picture and consequently different story and words.

NUMBER BOOK

31. Direct the children to cut the figures from a calendar and to arrange and paste them on a tablet sheet

to represent the number facts most difficult to remember. By supplying the equality marks and the sign of times with a lead pencil these figures may be used in making the multiplication tables.

When the child has made several of these sheets, have him fasten them together in book form and put on a cover of some tinted paper.

NUMBER

32. From a sheet of oak tag direct the children to rule and cut oblongs 1 x 2 inches and put a number combination on each one. Have the cards exchanged and answers given quickly.

PHONICS

33. Tell the children to write eight different phonograms in a list. Opposite each one write a word containing it.

Place the following combinations on the board: bl, fl pr, sl, st, pl, tr, str, also ay, ack, ing, eet, and ask the children to write as many words as possible from these combinations.

Tell the children to draw a train carrying the family "ite." On each car have them write the member of the family which it carries and see who will have the longest train

SPELLING BOOKS

34. Material:—Tablet covers, and two paper fasteners.

Give each child a piece of tablet paper and tell him to write the date on the top line, October 22, 1904. Dictate a list of spelling words which have been learned during the week. Fasten this sheet to the tablet cover with the paper fasteners. The following week dictate in a

similar way the new words learned and fasten the sheet to the cover.

These little books which grow from week to week furnish various kinds of seat work.

A. Tell the children to take their books from their desks and make with the letter cards all the words they can find ending in silent e, or all words containing long a or short e.

B. Assign certain pages of the book for review spelling or for preparation for a spelling match.

DOMINO CARDS

35. Direct each child to make a set of domino cards to show certain number combinations.

Provide each child with a piece of tag board 4 x 6 inches, a slip of colored paper, pasteboard circle for a pattern, scissors and paste. These cards may be made from a copy on the board, from dictation or the children may make their own arrangement.

Let the children make one card each day until the set is complete. Have the children keep their cards in their desks confined by a rubber band.

Tell the children to take their cards from their desks and put all the sevens together, all the tens together, etc. Also tell them to write all the combinations suggested by the cards.

(Each child's set of cards should be of one color.)

NUMBER

36. Direct the children to cut circles two inches in diameter from colored paper. Tell them to take a yellow circle, a blue circle, and a green circle and show halves; take three more circles of the same kind and

show fourths; take three more circles and show halves, fourths and eighths.

Have them mount the parts shown on tag board, the halves in one row, the fourths in one row, the eighths in one row.

Directions to be placed upon the board.

1. Children cut discs.
2. Show halves.
3. Show fourths.
4. Show eighths.

WORD DRILL

37. Write upon the board in a promiscuous way a number of words to which *ly*, *ed*, or *ing* may be added, also words from which compound words can be made.

Ask a child to make a word containing two syllables, to make a word ending in *ed*, in *ing*, etc. Ask a child to make a compound word. Send the children to their seats and have them make and write lists of words similar to the following:

call—called
 paint—painted.
 telephone—telephoned
 telegraph—telegraphed

snow—snowing
 call—calling
 grow—growing
 tell—telling
 go—going

hay—hay-stack
 wine—wine-glass

wind—wind-flower
boarding—boarding-school
fire—fire-place, fire-fly, fire-arms
sheep—sheep-cot
apple—pine-apple
blood—blood-hound
book—book-keeper
boot—boot-jack
ring—ear-ring
ear—ear-wax
path—foot-path
tooth—eye-tooth
glass—eye-glass

NUMBER

38. Provide each child with an envelope containing pasteboard geometric forms and colored paper.

Write a column of figures on the board, have the children trace around the forms, cut them, make the picture story, selecting both the form and color for each.

Figure story for the cutting and pasting.

3
4
2
4
5
3
—

Let the children keep their work and make it into a book and take it home.

LANGUAGE

39. Place these directions upon the board:

FIRST PERIOD

Draw George Washington's home with his pony in the field. Draw a picture of something he loved to do. You may put George Washington in the picture if you wish.

SECOND PERIOD

Write a story about George Washington.

1. Tell where he lived.
2. Tell what kind of a boy he was, and what he liked to do.
3. What kind of a man did he become?
4. How do we all feel towards George Washington, and what is he called?

Stories similar to this one can be given in connection with the life of Whittier, Longfellow, Lincoln, Eugene Field and the Pilgrims.

DRAWING

40. Directions to be given orally or placed upon the blackboard. Divide your paper into fourths. Draw four pictures that will tell the story of a poem.

The Legend of the Northland—Alice Cary.

Little Red Riding Hood—John G. Whittier.

NUMBER

41. Place these directions upon the board. Cut an oblong 4 x 8 inches. Cut a square one-half as large. Mark the square inches on each and mount it on a card. Cut a six inch square. Cut an oblong one-third as large. Mark the square inches on each and mount on a card.

SPELLING

42. Tell the children to make spelling books of eight sheets of ruled paper 4 x 10 inches and fasten them together with a paper fastener.

1. Write the names of all the birds you know.

robin	canary	oriole
bluejay	parrot	crow
woodpecker	lark	raven
sparrow	swallow	stork
snowbird	eagle	crane
bluebird	dove	

2. Write the names of all the flowers you know.

pansy	roses	violet
morning glory	sunflower	goldenrod
daisy	dandelion	sweet-peas
clover	tulip	cherry blossom
lilies	buttercup	aster

3. Write the names of all the vegetables you know.

tomato	cucumber	carrots
pumpkins	onions	radishes
potatoes	beans	beets
squash	peas	celery
corn	turnips	

4. Write the names of all the animals you know.

tiger	horse	buffalo
fox	cow	sheep
bear	deer	beaver
squirrel	rabbit	camel
lion	kitten	elephant
wolf	goat	
dog	donkey	

5. Write the names of trees.

oak	cottonwood	pine
elm	basswood	boxelder

maple
ash
cedar
birch
willow

apple
plum
cherry
chestnut
fir

poplar
peach
palm

6. Write the names of fruits.

pears
peaches
apples
cherries
strawberries
plums

oranges
lemons
blueberries
raspberries
gooseberries
grapes

bananas
figs
dates
prunes
grape fruit
currants

NUMBER

43. Make a set of 4 inch cards with five figures upon each. Put one figure in the center and one on each corner. Give each child a card and direct him to make as many combinations as possible from the figures on his card.

$12+4=$

$12+2=$

$12+3=$

$12+6=$

$6+2=$

$6+4=$

$6+3=$

$6+2+4=$

$6+2+3=$

$12+2+3=$

$12+4+3=$

$12-6=$

$12-2=$

$12-4=$

$12-3=$

$12-6-4=$

$12-4-2=$

$6-4-2=$

$4-3=$

$4-2=$

$2 \times 4=$

$2 \times 3=$

$2 \times 6=$

$4 \times 3=$

$6 \times 12=$

$12 \div 6=$

$4 \div 2=$

$6 \div 3=$

$12 \div 4=$

$12 \div 3=$

$\frac{1}{2} \text{ of } 6=$

$\frac{1}{2} \text{ of } 8=$

$\frac{1}{2} \text{ of } 12=$

$1-3 \text{ of } 12=$

PICTURE BOOKS

44. Give each child six sheets of manila paper 8 x 8 inches, for the inside of a book, and two sheets of tinted

paper the same size for the cover of the book. Punch holes in the sheets and tie them all together with gilt cord.

Direct the children to trim and mount in their books Perry pictures or appropriate pictures cut from illustrated magazines or papers.

This makes a pretty gift if the work is neatly and carefully done, and the children enjoy doing it.

NUMBER

45. Material—Square and oblong leatherette tablets of different sizes, ruler, colored paper, and oak tag.

Tell the children to lay rectangles showing the relation one and one-half in as many different ways as possible. Direct them to choose the two best patterns, measure them and draw them (using the ruler) on the wrong side of the colored paper. Cut and mount on oak tag.

Repeat the same exercise with thirds and fourths.

Have the children keep each day's work and fasten it together in book form.

READING

46. Place upon the board five or six questions upon the reading lesson, also seven or eight words from the lesson which may be either difficult or interesting. Ask the children to answer the questions and be able to tell how the words are used in the lesson, also write sentences containing the words.

The results will show whether each child has used the study period to good advantage.

CIRCLE MARKER

47. Direct the children to make circle markers according to the following directions. Take a piece of card-

board five inches long, one-half inch wide and divide it into half inches and number them. Punch a hole in one end of the card.

To describe a circle use a pin for a pivot, place it on any one of the lines drawn, according to the diameter desired and place the pencil through the perforation.

Give the children much practice in drawing circles of different sizes until they are somewhat accustomed to the use of the circle marker.

Tell the children to draw circles of given dimensions; divide two of them into fourths, four of them into halves, two of them into eighths.

Tell the children to draw circles within circles as a two inch circle within a four inch circle, and cut on the circumference of each. Use the circles and rings thus obtained in the making of conventional designs.

Direct the children to draw circles within squares of given sizes.

Have the children draw a circle and make the face of the clock to use in lessons for teaching time. Teach the use of the compass and have each child make one.

Draw twelve circles to represent the months of the year, write the names of the months on the circles, paste them in order or according to the seasons and write the name of the season over each group.

Make various objects which involve the use of the circle in their construction as: a candle stick, stools, tables, chairs, boxes, May baskets, etc.

NUMBER

48. Give each child a tablet sheet. Tell him to draw and cut a three inch square, divide each side of the square into three equal parts, and connect these points by lines thus giving nine one inch squares. Select three numbers, as 7, 2, 9, the sum of which you wish to fix in mind. Direct the children to place one number in

each square and write problems stating the number facts involved by this arrangement.

PAPER CUTTING

49. Material—One sheet of colored paper (dark red, green, or brown suggested) and a tablet sheet.

Show a picture of a fence and have the children make it according to the following directions. Cut two strips $\frac{3}{4}$ of an inch wide and $8\frac{1}{2}$ inches long. Cut five strips $\frac{1}{2}$ inch wide and 9 inches long. Cut the 9 inch strip into $4\frac{1}{2}$ inch strips. Make the points $\frac{1}{2}$ inch high. Mount the strips on the tablet sheet. Use the two $8\frac{1}{2}$ inch strips for the foundation of the fence and the smaller strips for the pickets. Place the pickets $\frac{1}{2}$ inch apart.

It is well to have the children draw the fence either from direction or from a copy on the board before attempting to make it with the paper.

COLOR EXERCISE

50. Provide each child with slips of red, orange, yellow, green, blue, violet paper, also two pasteboard circles, one three inches in diameter and one two inches in diameter.

Have three inch circles cut from the colored papers. Place the two inch pasteboard circle on the three inch colored paper circle, trace around it and cut on the circumference. Arrange and paste the colored circles to form a rainbow using the two inch circles for one, and the three inch circles for another.

PHONICS

51. Prepare a set of cards $4\frac{1}{2} \times 6$ inches. On each card write a phonogram. Use these cards for quick drill

in sounding, also place them before the children and ask them to build as many words as possible from them and write them in lists.

LANGUAGE

52. Give each child an envelope in which are words such as cannot, do not, I will, are not, is not, etc., with letters and apostrophes for building the contractions. Tell them to build the contractions.

Give each child an envelope in which are the names of the days of the week and of the months of the year. Tell them to make the abbreviations with alphabet cards or to write them.

SPELLING BOOKS

53. Give each child three sheets of ruled paper, for the inside of a book, and one sheet of tinted paper for a cover. On the outside of the book write its name as, Minneapolis, Des Moines, Rochester, Syracuse, Indiana.

Direct the children to build and write as many words as they can using the letters contained in the word selected.

List of words made from the word Minneapolis:

snipe	nose	neal
mean	pole	plan
open	no	pile
insane	nap	peal
Alps	pan	lea
Minnie	pail	pie
spin	poem	elm
maple	oil	please
inn	slap	palm
Spain	lip	pine
soap	limp	meal

mail
line
lion
lame
leap
name

lean
mop
one
me
some
sin

man
lisp
none
sea
loam
man

CHRISTMAS SEAT WORK

MATCH SAFE

54. Material—Dark green cardboard 4 x 9 inches; a two inch square of sandpaper; a five inch square of bright red, rather heavy, folding paper.

On the dark green board one inch and a half from the top paste the two inch square of sandpaper with the point of the square toward the top. Fold the five inch square of red paper according to directions in Exercise 20. Cut out the upper left hand square. Cut out the upper right hand square. Point the remaining two squares by cutting from the lower right corner to the upper left corner of the right square and from the lower left corner to the upper right corner of the left square. Cut and fold according to directions given in Exercise 25. Paste this box to the green card, one inch from the bottom. Punch a hole in the top of the card and tie a red cord.

LETTER CASE

55. Take a piece of dark green cardboard 8 x 9 inches. Place the board on the desk so that the long edges are in a vertical position. In the middle of the left edge place a dot and call it A. On the upper edge three inches from the left edge place a dot and call it B. On the lower edge three inches from the left edge place a dot and call it C. Connect A and B by a straight line. Connect A and C by a straight line. Cut on these lines and we have the back of the letter case. Take a piece of dark green board 4 x 9 inches and paste a picture upon it for the pocket of the case. Place the pocket upon the back of the case with the lower edges exactly together. On the lower edge two inches from the right corner punch a hole. On the lower edge two inches from the left corner punch a hole. On the right edge

three and a half inches above the lower right corner punch a hole through the pocket and back. Repeat on the left side. Tie the pocket in position with red cord or raffia. Punch a hole at the top and put in a cord for a hanger.

CORNUCOPIA

56. Take an eight inch square of folding paper. Draw a diagonal line from the lower right hand corner to the upper left hand corner and cut on this line. Take one of the triangles thus obtained and place it upon the desk so that the longest edge is in a horizontal position at the top. Fold the right hand corner to meet the left hand corner and crease. Unfold. Fold the right edge of the triangle to meet the middle crease and crease. Fold the left edge of the triangle to meet the middle crease and crease. Slip the right edge of the triangle over to meet the crease at the left. Slip the left edge of the triangle over to the crease at the right and paste securely. In the middle paste a loop $\frac{1}{2} \times 8$ inches.

CHRISTMAS STOCKINGS

57. Give each child a pattern of a stocking cut from oak tag, a sheet of white tablet paper, and a piece of red paper or any other attractive color. Direct him to trace around the pattern on the white paper and also on the red and cut out the stockings very carefully. Have the children put the white stockings and the colored ones together, punch a hole in the top of each and tie with a red cord. On the white stockings ask the children to draw pictures of objects they want Santa Claus to bring them on Christmas.

These stockings may be used for decoration in the room, and the children enjoy taking them home to hang on their tree.

This seat work is to be used the week preceding Christmas.

Use patterns of bells and stars in just the same way. Give each child a sheet of yellow paper. Have him trace around the stars and cut them very carefully. String these stars on yellow cord and make curtains for the windows.

CHRISTMAS BELLS

58. Give each child a pattern of a bell and some heavy red paper. (It is well to have four or five different sizes.) Direct the children to trace around the pattern and cut very carefully. When a great many bells have been cut, string the different ones on a red cord and use them as drapery for the door.

BLOTTER

59. Take a four-inch square of delicate blue heavy paper. Cut a star from yellow paper. Paste the yellow star on the blue square. Cut a blotter the same size as the square, punch a hole in the upper right hand corner and tie the two together with blue cord or heavy blue silk.

COURT PLASTER CASE

60. Take a sheet of white drawing paper. Place it on the desk so that the long edges are in a vertical position. Fold the lower edge to meet the upper edge and crease. In the folded position turn it around so that the long edges are in a vertical position. At the top punch two holes and tie with a piece of cord. Near the top paste a small water-color picture. At the left of the picture letter "I'll stick to you." At the right of the picture letter "When others cut you." Below the picture paste a white envelope $2\frac{1}{2} \times 5$ inches (open

side up). Into this envelope put several small sheets of court plaster.

BOOK FOR ADDRESSES

61. Material: Two sheets of white paper, $3\frac{1}{2} \times 10$ inches. One sheet of heavy dark green paper, $3\frac{1}{2} \times 10$ inches.

Lay the white paper on the desk with the long edges in a vertical position and fold the lower edge to meet the upper edge and crease. Fold the green paper in exactly the same way. Punch two holes in the back of the book and tie the three sheets together with a red ribbon. Gild the edges of the book and print the word "Addresses" on the outside of the book. Paste a picture of Santa Claus or some other appropriate picture in the upper left hand corner.

COOK BOOK

62. Take six sheets of ruled tablet paper 6×9 inches. Place one sheet upon the desk so that the lines are in a vertical position. Fold the lower edge to meet the upper edge and crease. Repeat with the other five sheets. Place the sheets together to form a book. Take a tinted paper (gray) 10×14 inches for the cover. Punch holes in the back of the book and tie with a red cord or a red ribbon. From a magazine cut the advertisement of "Van Camp's Pork and Beans," "Van Houton's Cocoa" or some other appropriate advertisement, paste it on the cover and letter "Cook Book." Inside the book have the children write recipes of candy, cakes or salads.

CHRISTMAS CALENDARS

63. Take a heavy gray card, $3\frac{1}{2} \times 10$ inches. Three-fourths of an inch from the top paste a picture of a

Madonna. One and one-fourth inches below the picture letter "Calendar" in gilt. One and one-fourth inches below "Calendar" letter "1905." One and one-fourth inches below "1905" paste the calendar. Gild the edges of the card and tie with a gilt cord.

Take a bright red cardboard 4x8 inches. Place it on the desk so that the long edges are in a horizontal position. Paste a miniature picture of kittens or dogs near the upper left-hand corner. Paste the calendar near the lower right-hand corner. Punch holes and tie with a bright red cord to match the card.

Take a heavy dark green cardboard 5x8 inches. Place it on the desk so that the long edges are in a vertical position. Near the top paste a miniature picture of a Madonna. Two inches below it paste the calendar. Punch two holes at the top and tie with a heavy red silk thread.

Take heavy white drawing paper, 3x6½ inches. Two inches from the top paste a picture of a Madonna. Paste a calendar below the picture and tie with a pretty white cord.

Take a holly green cardboard, 3¼x4¾ inches. Paste an appropriate picture at the top and a small calendar below it. Punch holes in the top and tie with a red cord.

SHAVING PAPER MAT

64. Take an eight-inch square of dark blue paper for a mat and weave it with strips of lighter blue paper. Cut ten or twelve sheets of white tissue paper the same size as the mat. Punch two holes in the upper right-hand corner of the mat and the tissue paper and tie all together with a pretty white baby ribbon. Let the children take these home as a gift for their father.

CHRISTMAS QUOTATIONS

65. Make a book with an attractive cover and paste a suitable Christmas picture upon it. Below the picture letter "Christmas Thoughts." Have the children copy a Christmas quotation on each page.

Make New Year books in the same way.

SACHET

66. Weave a pretty mat of tan color with blue strips. Fold the lower right-hand corner to meet the upper left-hand corner. Inside, place a triangular piece of cotton wadding filled with sachet powder. Secure the edges with paste or tie each side and the corner with blue ribbon.

SACHET

67. Take an eight-inch square of dainty pink paper. Cut it into half-inch strips, leaving a margin of $1\frac{1}{2}$ inches on each edge. Weave with half-inch strips of green paper. Find the center of the mat and place a dot there. Fold the lower right-hand corner to meet this dot and crease. Repeat with the other three corners. Inside of the mat just folded place a square of cotton wadding filled with sachet powder. Secure the four corners with sealing wax of some pretty color and use a seal to stamp it.

SACHET

68. Take an eight-inch square of paper of a delicate color. Divide the upper edge into three equal parts by small dots. Divide the lower edge into three equal parts in the same way. Turn the paper around so that the dots are at the side. Fold the lower edge to meet

the first dots and crease. Fold again so that the crease will meet the upper edge. Inside of this paper place a piece of cotton wadding $2\frac{1}{4} \times 6$ inches, filled with sachet powder. At each end punch two holes and tie with ribbon the same color as the paper. In the center paste an appropriate picture.

CHRISTMAS BOX

69. Material: Two eight-inch squares of bright red, heavy folding paper. One four-inch square of light weight, holly green paper.

Make a box according to directions given in Exercise 20. Take the four-inch square of green paper and cut a snowflake design and paste it on the top of the box.

These Christmas boxes may be made in different sizes and colors and decorated with pictures of Santa Claus, or, if desired, place a piece of holly on the top of the box and tie with red ribbon.

70.

PICTURE MOUNT

Material:

Two pieces cardboard, 6×9 inches.

Two pieces green paper, 7×10 inches.

One piece green paper, $8\frac{3}{4} \times 22$ inches.

Place a piece of cardboard upon a piece of the green paper (7×10) and turn over the edges and crease them. Remove the cardboard and cut a small triangle from each corner of the paper. Paste the edges of the paper that were turned over. Place the paper on the desk and a piece of cardboard upon it. Turn over the pasted edges of the paper and fasten them to the cardboard. Repeat this work with the other piece of paper and cardboard.

Take the piece of paper $8\frac{3}{4} \times 22$ inches and place it

upon the desk with the long edges in a horizontal position. Fold the right edge to meet the left edge of the paper and crease. Fold the upper $8\frac{3}{4}$ -inch edge back to meet the center fold and crease. Turn the work over and fold the other $8\frac{3}{4}$ -inch edge back to meet the center fold and crease. Unfold. Paste the entire surface, of the wrong side, of the left oblong just folded and fasten it to the inside of one of the pieces of cardboard. Repeat with the last oblong and the other piece of cardboard. Paste suitable pictures upon this mount.

71. PORTFOLIO OR BOOK COVER

Material:

Two pieces of cardboard, $9 \times 12\frac{1}{2}$ inches.

Two pieces of light brown paper, 10×14 inches.

Two pieces of light brown paper, $8\frac{1}{2} \times 12$ inches.

One strip of dark brown paper, 3×14 inches.

One strip of dark brown paper, 3×12 inches.

Four strips of dark brown paper, $1\frac{3}{4} \times 3\frac{1}{2}$ inches.

Folding Corners—Place a strip $1\frac{3}{4} \times 3\frac{1}{2}$ inches on the desk, with the long edges in a horizontal position. Fold the upper right corner to meet the lower edge and crease. Fold the upper left corner to meet the lower edge and crease. Fold the other three corners in the same way.

Covers—Place a 10×14 inch piece of light brown paper upon the desk, and upon this place a piece of cardboard, leaving a margin on both 9-inch edges, and upon one $12\frac{1}{2}$ -inch edge. (This places one $12\frac{1}{2}$ -inch edge exactly even with one edge of the paper.) Fold over the three edges and crease. Remove the cardboard and cut a triangle from two corners. Paste the entire wrong side of this paper, and place it upon the desk. Place the piece of cardboard upon the paper, turn over the

edges and fasten them. Repeat the work with the other paper and cardboard.

Putting on Corners—Take one folded corner and unfold it. Cover the entire inside with paste. Place this upon the desk and place a corner of the cover upon it, being careful to get the corner of the cover exactly in the right place. Turn over the ends and fasten. Repeat with the other corners.

Back—Take the 3x14 inch strip and place it upon the desk with the long edges in a horizontal position. One inch from the top edge rule a line. One inch from the lower edge rule a line. (This divides the paper into three one-inch strips fourteen inches long.) Paste the upper one-inch strip. Place the back edge of a cover even with the ruled line, and fasten the one-inch pasted strip to the cover. Paste the other outside one-inch strip. Place the back edge of a cover even with the ruled line, and fasten the one-inch pasted strip to the cover. Paste the other outside one-inch strip, and fasten it to the second cover in exactly the same way. Paste the ends of this strip and turn them to the inside. Paste the 3x12 inch strip and fasten it inside the strip just used. This completes the back of the portfolio.

Lining of Covers—Paste the entire side of one 8½x12 inch piece of paper and place it inside one cover. Repeat with the other cover.

Close the portfolio, crease the back, and place it under a heavy book to dry.

If a fastening is desired, cut a slit one-half inch long in the middle and about one inch from the edge of the cardboard. After the outside is fastened in position cut the same sized slit in the paper. Pass a piece of tape through this opening, and glue the end to the inside of the cardboard. Great care must be taken not to use

too much paste and to have all measurements perfectly exact.

If book covers are made, holes should be punched in the back of the binding, and cord or raffia used to fasten the back together.

SENSE TRAINING EXERCISES

If the child's knowledge reaches to a solid foundation of sense training, the floods of time will beat in vain upon that knowledge. Other things may pass away, but that will remain.—Francis W. Parker.

VISUALIZATION

1. Nature supplies valuable and interesting material for autumn sense training exercises. Teach the name and ready recognition of the autumn flowers and fruits.

Arrange autumn flowers (goldenrod, aster, sunflower) in a row upon the table and have them named from right to left and from left to right. Change the arrangement of the flowers and have them named from right to left and from left to right. Have the children close their eyes. Teacher change the arrangement of the flowers and ask a child to replace them as they were originally. Have the children close their eyes again and make another change; select another child and have him replace them. Repeat this a number of times in order that the children may quickly detect any change made. Increase the number of flowers used as the children grow in power.

COLOR

2. Paste colored squares, oblongs, circles and other forms, of different colors, upon cards. Place a number of these cards upon the ledge of the blackboard. Teacher, show a duplicate of one of the cards for an instant, remove it, and ask a child to match the color seen, to hold it up and to say, "My color is just like yours." Proceed in this way until all the colors have been matched.

MEMORY

3. Teacher, tell John to run and touch an object and to name it as he touches it. Tell Helen to touch the same object and one more and to name each as she touches it. Tell Alice to touch the two objects already touched and one more and name each as she touches it. Continue in this way until a number of children have been called upon and several objects touched or until a mistake is made in the order of touching and naming objects. When a mistake is made begin a new game.

The success of this exercise depends upon rapidity in touching objects and distinctness in naming them. Children very soon acquire the ability to touch and name thirteen, fourteen or fifteen objects.

VISUALIZATION

4. Place a peach, pear, and plum in a row upon the table. Have them named from right to left and from left to right. Which one is in the middle? Name the one at the right. Name the one at the left. Change the position of the fruit and question in a similar way. Have the children close their eyes. Teacher, change the arrangement of the fruit and call upon a child to replace it. Continue in this way until a number of children have had an opportunity to try. As the ability of the children increases repeat the exercise having five or six different kinds of fruit in the row.

5. Use a doll, basket, horn, bell, vase in exactly the same way that flowers and fruit have been used in previous exercises.

EYE TRAINING

6. Have the children stand in front of the blackboard with the crayon in their hands. Teacher, draw two short vertical lines. Erase them, and have the children

reproduce what they saw. Teacher, draw a circle and a triangle. Erase them and have the children reproduce what they saw. Teacher, draw a square, a cross, and a vertical line. Erase them and have the children reproduce as before. Examples:

1. A square, two crosses.
2. Two vertical lines, a triangle, a circle, and a cross.
3. A vertical line, a horizontal line, a vertical line.
4. The letter a and a cross.
5. The figure 4 and a triangle.

Give a number of different combinations similar to the ones suggested, and then mark the neat and accurate work.

COLOR

7. Material—Strips of red, orange, yellow, green, blue, violet paper, nine inches long and five inches wide.

Call upon six children and have each one choose a color. Let them form in a line and each one tell why he chose his color. Ex.: "I chose red because it is the color of the strawberry." "I chose yellow because it is the color of the sunflower." "I chose green because it is the color of the leaves."

After each one has given a reason for his choice, let them form the rainbow from right to left, and from left to right.

The children in their seats, who have been directed by the teacher to observe very carefully, should respond in this way when called upon: "John had the red paper. He chose it because it is the color of the strawberry." "Alice had the yellow paper. She chose it because it is the color of the sunflower."

ACTION READING

8. Teach the pupils a number of action words as, fly, skip, whistle, clap, run, jump, sing.

Teacher, write "hop" upon the board and have a child perform the action and tell what he did, as "I hopped." Teacher, write "fly" upon the board and have a child or a number of children perform the action and tell what they did. Continue in this way until three or four words have been given. Have the list visualized, erase it and have a child perform the three actions and tell what he did. Ex.: "I hopped, flew and sang." From day to day add more words to the list.

The exercise may be varied as follows: Teacher, write a list of action words upon the board, and have it visualized. Erase it and then call upon Mary, who, instead of performing the actions herself, is to tell a child to perform them. Ex.: "John, fly, run, jump, whistle."

List of appropriate action words:

clap	jump	run
stand	hop	fly
sit	sing	walk
cry	laugh	march
draw	write	skip
count	read	crow
whistle	bark	buzz

RECOGNITION OF OBJECTS

9. Material—A box containing a number of objects, as, a doll, box, shoe, nut, marble, ball, knife, bottle, brush and bell. (The children should be familiar with the contents of the box.)

Send two or three children to the box for an object and have them stand before the class. At a given signal show the objects for an instant and then remove them. Call upon a child in the class to tell what each one has. Ex.: "Blanche has a doll." "Alice has an apple."

"Willie has a knife." As the ability of the class increases have four, five or six children get objects from the box and proceed as directed above.

Have a child name the objects remaining in the box.

Blindfold a child and have him feel the objects as they are given to him, or feel the objects in the box and tell from the sense of touch what they are.

MEMORY

10. Teacher, pass among the pupils and touch four or five children who are to pass to the front of the room, form a line and quickly return to their seats. The teacher calls upon another pupil who is to touch the same children in the same order in which they were touched by her, and the pupil must also place them in exactly the same order in which they first stood.

OBSERVATION

11. Material—Toys, as, a dog, cat, rabbit, basket, box, cap, doll, chair, gun, engine.

Place a row of toys on the ledge of the blackboard and above each one write its name. Let the children look at the toys, then go to sleep. Name a child a mischievous brownie and send him to the board to change the arrangement of the toys. At a given signal from the brownie have the children awake. They will find the dog standing underneath the word "cat," the chair underneath the word "rabbit," and so on. Teacher, choose a child to be a good fairy, who is to place the animals or objects under their own names. When all the animals or objects are "at home" again the work of the good fairy is applauded.

A little more difficult exercise may be given by asking the children to sleep while the teacher plays brownie. The teacher then erases the names of the toys, leaving

the toys in their proper order; but writing the wrong name above the toy. The children awake and proceed as before. This is a most interesting word drill, besides being a delightful game for the children.

VISUALIZATION

12. Material—A strip of wood 18 inches long and one inch wide wrapped with bright, pretty ribbon. Six brass hooks screwed into this stick at equal distances apart. One-half yard of red, orange, yellow, green, blue, violet ribbon and a small brass ring sewed at one end of each ribbon.

Teacher, arrange these ribbons on the hooks, in the strip of wood, as they are found in the rainbow. Have the children name them in this order. Teacher, change the arrangement, and have a child replace them in their proper order. Ask the children to close their eyes, and while they are closed the teacher is to change the arrangement and call upon a child to replace them as they were originally.

MEMORY

13. Material—Nuts. Distribute nuts in different parts of the room. Tell John to run and touch a nut and name it. Tell Ned to touch the same nut, and one other, and to name each one as he touches it. Tell Kate to touch the two nuts already touched and one more and name each one as she touches it. Continue in this way until a mistake has been made in the order of naming, then begin again.

RECOGNITION OF FORM AND COLOR

14. From different colored papers, cut squares, oblongs, triangles and stars. Mount them upon a card 5x8 inches.

Teacher, show this card, remove it and have the children tell what they saw. Ex.: "I saw a yellow square, a red triangle, and a blue oblong. I saw a green square, a yellow star, a violet oblong."

RECOGNITION OF ANIMALS

15. Material—Cut out pictures of animals, as, a cat, dog, elephant, reindeer, camel, horse, goat, and mount them first upon blotting paper the shape of the animal, then upon a 9x12 strawboard card.

Place them upon the ledge of the blackboard and have them named from right to left and from left to right. Name the largest animal, the most useful animal, the animal always found in the circus. Name the one that gives us clothing. Name the animal that can run the fastest; the one that can gnaw; the one used for a pet; the one called "Ship of the Desert"; the one usually found with the organ-grinder.

Teacher, describe an animal and have a child locate it. Ex. "The animal of which I am thinking is covered with wool." Ans. "The sheep is at the right of the cow." "The animal of which I am thinking has antlers, and lives in the woods." Ans. "The reindeer is the third from the right."

Have Robert stand in front of the class with his eyes closed and with one of the cards in his hands. From the sense of touch he must discover what animal he has. When the decision has been made he holds the card above his head and says, "This is the camel."

This exercise is an excellent one to teach the characteristics and uses of the different animals, and to train the memory.

ACTION READING

16. Teacher, write an action sentence upon the board, as, Shut the door. Call upon a child to perform the action and tell what he did. Write another sentence and call upon a child to perform the action and tell what he did. Continue writing them until three or four have been given, then call upon a child to do them all. Erase the sentences and call upon John to perform the first one, Mary the fourth one, Alice the second one, and Harry the third one. In a short time children can readily visualize six sentences.

The two preceding exercises can be made very interesting if appropriate sentences are used. They also afford an excellent opportunity for teaching language and reading.

ACTION SENTENCES

Smell the flower.

Beat the drum.

Play you are a soldier boy.

Swing the basket.

Recite a poem.

Say good morning to me.

Break the crayon.

Give me the blue ball.

Show me a cow.

Show me a picture painted by Millet.

Tell me a story.

Recite one of Whittier's poems.

Clap your hands.

Eat some candy.

Hold up your pencils.

Shake the rattle.

Strike the triangle.

Open the box.

Ring the bell.
Wave the beautiful flag.
Blow the horn.
Put your pencils away.
Drink some water.
Write your name.
Fan yourself.
Draw a picture.
Roll the ball or sphere.
Touch your eyes.
Shake your heads or hands.
Put the red apple into the basket.
Whistle softly.
Sit under the table and whistle softly.
Give me a little dog.
Stand on the chair and clap your hands.
Sit in my chair and eat some candy.
Read a pretty story.

OBSERVATION

17. Call four or five children to the front of the room. Arrange them in a row. Have them named from right to left and from left to right. Change their places and proceed the same as in previous exercises.

18. Place several kinds of nuts in a box or basket. Let the children look into the basket and tell all the kinds seen. Lead them to see as many as possible in a short space of time.

SENSE OF TOUCH

19. Teach names and ready recognition of different kinds of nuts. Select a number of children to stand in a row with hands behind them. Place a nut in the hand of each child. As soon as he discovers by the sense of touch what kind of a nut he has he should hold it above

his head and say, "I have an English walnut." "I have an almond," etc.

MEMORY

20. Teacher, touch several objects rapidly, as the desk, the chair, the door, an apple, and call upon different children to touch the same objects in the same order and to name them. Touch a new set of objects and repeat the drill. If the work is continued long with the same set of objects the children lose interest, but if the teacher works rapidly and arouses mental activity the exercise is very valuable.

CONCENTRATION AND MEMORY

21. Teacher, name three or more objects, as a ball, a flower, a pencil, and call the names of three pupils. The first child named is to touch the first object named, the second child named is to touch the second object, and the third child the third object. The number should be increased from day to day.

22. Have one child perform three or four actions and ask another child to tell what was done, as "Mary rang the bell, ran to the door, and ate some candy." The actions should be described in the order in which they are performed.

COLOR

23. Have three children stand in a row and place upon the shoulder of each one a colored ribbon. The children in their seats observe for an instant, then turn their backs or cover their eyes. Teacher, call upon a pupil to give the name of each child and the color of his ribbon. Ex.: "Walter has the red ribbon; Arthur has the blue ribbon; Grace has the green ribbon."

Begin with three children and three colors and gradually increase the number.

OBSERVATION

24. Teach the names and ready recognition of the leaves. Teacher, show a maple twig with leaves upon it and have the children tell from what tree it was taken. Teacher, hold up a poplar twig with leaves upon it and children tell from what tree it was taken. Continue in this way until several different kinds have been used.

Have the children bring in many beautiful leaves and place them upon the table. Teacher, show a maple twig with leaves upon it, remove it and have a child, or a number of children, pass to the table and find leaves like the ones on the twig. Teacher, show another twig from a tree familiar to the children, after an instant remove it and have the children find leaves exactly like the ones on this twig.

PHONICS

25. Write familiar words upon cards. Place these cards upon the ledge of the blackboard. Have child collect all words beginning with a given sound. Have another child collect all the words having the same ending.

ACCURATE HEARING

26. Give this exercise with the children in their seats, listening attentively, and the teacher at the desk.

With the pencil tap a given number of times and call upon a child to reproduce what he heard. Teacher, tap again three times and ask a child to tap exactly the same number of times. Teacher, tap three times, wait an instant, and then tap four times. Ask a child to go to the blackboard and indicate with marks the number of

times tapped. Teacher, tap again and ask a child to tell what he heard, as "You rapped 2, 4, 3." Teacher, tap the tune of a song familiar to the children, as, "America," and let the children name the song.

EYE TRAINING

27. Place several objects upon the table, as, a pencil, a doll, a mitten, a candle, a bottle, a toy gun, a piece of crayon, and give the class a moment in which to observe them. Cover the objects and call upon different pupils to name them. Use a small number of objects at first and increase the number as the ability of the class is developed. New objects always add interest to the game.

OBSERVATION AND MEMORY

28. Material—Red, orange, yellow, green, blue and violet tissue paper caps, ribbons and worsted balls to match each one.

Call six children and put a cap on each one. Tell the children in their seats to close their eyes. Teacher, change the caps and call upon a child to replace them as they were originally. Tell the children to close their eyes. Teacher, change the caps, also the position of the children and call upon a child to arrange them in their original order. Put a cap on each one, give each a ball to match his cap, and place a ribbon of the same color on his right shoulder. Have the children observe very closely and then close their eyes. Teacher, change the position of the children, also the caps, take the ribbon from the shoulder of one child and place it on the shoulder of another, then call upon a child to replace them in their original order. Tell the children to close their eyes again. This time change the caps, place the ribbons on the left shoulder of the children, change the balls from the left hand to the right hand, then call upon

a child to arrange caps, ribbons and balls as they were originally.

Many interesting changes can be made in this exercise which will require close observation and memory, but be careful not to make it too difficult at first.

CONCENTRATION AND MEMORY

29. Place a number of objects, as, a knife with a blade open, an oblong tray, candle, cone, doll, orange, bell, upon the table. Arrange a class around the table. Ask Florence to obey the following directions: Touch the right edge of the table. Touch the left edge of the table. Touch the back edge of the table. Touch the front edge of the table. Touch the middle of the table. Ask George to follow similar directions.

Ask Henry to obey these directions: Place the orange in the middle of the table. Place the candle at the right of the orange. Place the knife in front of the candle. Place the cone back of the orange. Place the doll at the left of the orange.

30. Ask Robert to follow these directions: Touch the front edge of the table. Touch the back edge of the table. Touch the upper right-hand corner. Touch the lower left-hand corner. Touch the left edge of the table. Place the knife in the middle of the table with the point toward the back edge. Place the orange at the right of the knife. Place the bell at the left of the knife. Place the cone in front of the orange.

Ask Mary to obey these directions: Place the doll in the middle of the table with its head toward the back of the table. Place the candle in a horizontal position, at the right of the doll. Place the cone back of the doll with the apex toward the right. Place the knife in a vertical position, in front of the doll.

MEMORY

31. Mount seeds and seed pods upon a large card and have them named from right to left, left to right, top to bottom, and bottom to top. Name the seeds that roll. Name the seeds that sail. Name the edible seeds. Name the seeds planted by man. Name the seeds that ride, as, burdock, sticktight. Name different ones and locate them. Ex.: The watermelon seeds are in the upper row. The milkweed seeds are in the upper left-hand corner.

Have the children memorize appropriate quotations and use them as directed in the picture exercises.

“Let us strive to sow
Seeds of love and kindness
Everywhere we go.”

MILKWEED

“Dainty milkweed babies, wrapped in cradles green,
Rocked by Mother Nature, fed by hands unseen.
Brown coats have the darlings, slips of milk white
And wings—but that’s the secret,
They’re folded out of sight.”

FLAG DRILL

32. Material—Flags of different nations.

Teach the children to recognize and name the flags. To familiarize the children with the flags, give quick drills something like the following: Name the flag that has yellow and green in it. Name the flag having black in it. Name the colors of the American flag. Name the colors of the English flag. Name the colors of the Union Jack. Name all the flags that are striped.

Distribute the flags and have the children receiving them, pass to the front of the room and obey quickly

these commands. All having red, white and blue flags wave them. All having striped flags wave them. Every flag with green in it, wave.

Teacher, show a flag for an instant, remove it, and the child who recognizes it is to wave it.

Have a number of children run to a receptacle in which there are several flags, take one, stand in a line in front of the room and name them. Ex.: "I have the American flag." "I have the Cuban flag," then run into the cloak room. The children in their seats are to call them back in this way: "Bring me the flag of Scotland, Alice." "Bring me the American flag, Robert."

Teacher, or a pupil, describe a flag and the children find the flag described and name it.

DAYS OF THE WEEK

33. Have the names of the days of the week written or printed upon cards. Distribute these cards among the children and have them form a line, presenting the name of each day in its proper place. Have the children change their position and then ask a child to replace them in their right order. Take some of the cards away and have the pupils name the missing ones, also replace them.

VISUALIZATION

34. Paste different colored strips of paper, about a half inch wide, on a card 5x8 inches.

Hold the card up for an instant, remove it and have a child tell you what he saw. As the different cards are held up the children respond in this way: "I saw one green, two reds, one orange," or "I saw two blues, two greens, two yellows." "I saw red, green, orange, violet and blue."

PHONICS

35. Material—A set of cards upon which has been written the consonants, long and short vowels, and various endings, as *ing*, *ed*, *ell*, *all*.

Show the cards and have the sounds recognized at a glance. Show the cards and have words given, beginning with or containing the sound. Show a card and if a child knows it give it to him and have him stand before the class.

COLOR AND FORM

36. Mount colored squares, circles, oblongs and triangles on a card. Prepare a set of these cards with a different arrangement of colored squares, circles, oblongs and triangles on each one.

Show a card for an instant, remove it and ask a child to name the forms from right to left or from top to bottom. Show another card and ask a child to tell what he saw as to form and color. Ex.: "I saw a blue square, a red triangle, a green oblong." Cover a form and ask a child to name it. Ex.: "You covered the blue square." Show another card and ask a child to tell what he saw as to size, color and form. Ex.: "I saw a two-inch blue square, a one-inch green square, a yellow oblong 1x4 inches."

LANGUAGE AND IMAGINATION

37. Material—Toys, as, a cow, horse, horn, top, egg, apple, doll. Put these toys and objects in a closet or upon a shelf.

Send a child to the closet or shelf, who understands that he is to get an object, and tell a story about it or make some simple statements concerning it, and then give it to the teacher.

EXAMPLES

"I went to the meadow, milked the cow, took the milk to my grandmother and she made us some milk toast."

"I went to the store, bought this pretty horn, gave it to my little brother and we play Little Boy Blue."

"I went for a walk this morning and found this top on the sidewalk. I can't spin it because I have no string."

"I bought this doll at the German Toy Store. Her name is Elizabeth. She goes to bed with me every night."

"I bought this black horse of a big, fat man. He cost me \$100.00. I harness him up every morning and take father to work."

(Encourage variety of expression.) When two or three children have told their stories, call upon a child to repeat the story told by each one and return the object to the child who had it originally. Ex.: It was George who went to the meadow, milked the cow, took the milk to his grandmother and she made them some milk toast.

This is a good lesson, or exercise, for imagination. It also requires the closest observation and attention.

PICTURES

38. Material—Six pictures, painted by Millet, arranged on a card 24x36 inches, having three in the upper row and three in the lower row.

Have the children name the pictures in the upper row. Name the ones in the lower row. Name the middle one in the upper row. Name the one at the right of "Feeding Her Birds." Locate "The Angelus." Ex.: "The Angelus" is the middle one in the lower row.

Give a quotation about the first picture in the upper row. Give a quotation about the third one in the lower

row. Name your favorite picture, locate it, and give a beautiful quotation about it.

Teacher, give a quotation, then ask a child to tell the name of the picture and locate it.

QUOTATIONS

The Sower—*Millet.*

“Sow with a generous hand;
Pause not for toil or pain,
Weary not through the heat of summer,
Weary not through the cold spring rain;
But wait till the autumn comes
For the sheaves of golden grain.”

The Rainbow—*Millet.*

’Tis the heaven of flowers you see there,
All the wild flowers of the forest,
All the lilies of the prairie,
When on earth they fade and perish,
Blossom in that heaven above us.
Henry W. Longfellow.

Gleaners—*Millet.*

Hail to the merry harvest time,
The gayest of the year,
The time of rich and bounteous crops,
Rejoicing and good cheer.
Charles Dickens.

Girl Spinning—*Millet.*

In the garden of her father,
Little Elsie sits and spins,
And, singing with the early birds,

Her daily task begins.
 Gay tulips bloom, and sweet mint
 Curls round her garden bower,
 But she is sweeter than the mint, and
 Fairer than the flower.

J. G. Whittier.

The Angelus—Millet.

Evening now unbinds the fetters,
 Fashioned by the glowing light;
 All that breathe are thankful debtors
 To the harbinger of night.

Selected.

The Angelus—Millet.

It is said, somewhere, at twilight,
 A great bell softly swings,
 And one may listen and harken,
 To the beautiful music that rings.

A. T. Howe.

Feeding the Hens—Millet.

Where do the chickens go at night?
 Heigh-ho, where do they go?
 Under the breast of their mother they rest,
 Finding her feathers a soft fluffy nest,
 Heigh-ho! there's where the chicks go at night,
 Yes, there's where the chicks go at night.

Selected.

Shepherdess Knitting—Millet.

"Flocks of quiet sheep are feeding,
 Little lambs are playing near,

And the watchful shepherd leading
Keeps them safe from harm and fear."

Sheep Shearing—*Millet*.

Little lamb, who made thee?
Do'st thou know who made thee?
Gave thee life and bade thee feed
By the stream and o'er the mead?
Gave thee clothing of light—
Softest clothing—woolley, bright?
Gave thee such a tender voice,
Making all the vales rejoice?
Little Lamb, who made thee?
Do'st thou know who made thee?

William Blake.

MEMORY

39. Give John a ball and a horn. Have him pass the ball to one child, the horn to another, then pass to the front of the room, turn his back to the school and call for them in this way: "Mary, please give me the ball." When Mary has obeyed the request John should say, "Thank you, Mary," and call for the horn.

Give Ellen three objects and have her pass them out and call for them as John did. When three objects can be given out and recalled readily, gradually increase the number of objects. After some practice children are able to pass out and recall six or seven objects.

Concentration, memory, language, and politeness are cultivated through this exercise.

LEAVES

40. Press leaves from different trees and mount them upon a card 12x24 inches.

Show the card for an instant and then remove it. Ask the pupils to name the leaves in the upper row. To name the leaves in the lower row. To name the leaf in the upper left-hand corner. To name the leaf in the lower right-hand corner. To name and locate the largest leaf, the smallest, the red leaf, the yellow leaf, etc.

Ask a child to give a beautiful quotation about the leaf in the upper right-hand corner. To give a quotation about the middle leaf in the upper row. To locate and give a quotation about the oak leaf. To name all the yellow leaves seen. To name all the red leaves seen, etc.

SENSE OF TOUCH

41. Material—Samples of wool, cotton, linen, silk, linen thread, cotton thread, silk thread, and yarn.

Arrange five or six children in a row with their hands behind them. Place in the hand of each child a sample of one of the above named materials, and from the sense of touch he is to tell what he has.

As the children become more proficient, place one kind of material in the right hand, and another kind of material in the left hand. After an opportunity has been given to feel of the material such a statement as the following should be made: "In my left hand is the silk thread, in my right hand is the cotton thread."

ACTION AND CONCENTRATION

42. Have a child perform an action and tell what he did, as "I rang the bell." Have another child perform the same action and one more and tell what he did, as "I rang the bell and struck the triangle." Have a third child perform the two actions already performed and one more, and tell what he did. Continue until a mistake is made.

This exercise may be varied by having the actions performed without making the statement in regard to them.

Directions may be brought into this game very successfully by having the children place different articles in different parts of the room and tell where they are. Ex.: "I placed the chair in the southeast corner."

43. Call upon three children to perform actions. Ask a child to tell what was done. If he can tell correctly what was done by each one he joins the number and each one of the four perform an action. Ask a child to tell what each one of the four did. If correctly told he joins the number. Continue until a mistake is made.

NUMBER

44. Material—A set of cards with dots or colored circles to represent numbers, 1—2—3—4—5. Prepare some single ones and some double ones. Call the double ones "domino cards."

Make the children familiar with the single cards, then show the domino card for an instant, and require the children to tell what they saw on the right side and on the left side of the card and give the sum. Ex.: "I saw three on the right side, four on the left side, seven on the card."

To vary this exercise and make it more simple, have the dots on one side yellow, the dots on the other side blue, using the different colors of the rainbow. Show the card for an instant, remove it and require the child to tell what he saw. Ex.: "I saw three red dots on the right side and five green dots on the left side."

WORD DRILL

45. Make a set of duplicate cards for this exercise. Teacher, show a card 5x7 inches, upon which has been

written a word in large letters. Remove it after a moment's observation and have the children tell the word seen, also have them find one like it. Have words written upon the board. Teacher, show the card and have the children find a word upon the blackboard like the one seen.

COMPARISON OF LENGTHS

46. Material—Rulers very carefully cut into different lengths, as, 3, 2, 7 inches.

Have the children around a table, upon which has been placed many of these parts of rulers. Teacher, show the different lengths quickly and as each one is shown have the children tell how long it is.

Teacher, call for different lengths and have the children find them. Ex.: Find $\frac{3}{4}$ of a foot, $\frac{1}{2}$ of a foot, $\frac{2}{3}$ of a foot, etc. When it is found by the child he is to tell the number of inches contained therein.

Teacher, call for a three-inch length, an eight-inch length, a nine-inch length. When it is found the child is to tell what part of a foot he has.

Have the children pass to the board and draw vertical lines three inches long, horizontal lines eight inches long, four inch squares as directed by the teacher. When the work is finished each child is to measure with his ruler to see if his work is accurately done.

RECOGNITION AND NAMING OF MADONNAS

47. Select five famous Madonnas and arrange them upon a mount 24x32 inches.

Have the children name the one in the middle, the one in the upper left-hand corner, the one in the lower right-hand corner, etc.

Name the artist who painted the one in the upper left-hand corner. Name the artist who painted the middle

one. Remove the card and call upon a child to name and locate the Madonna painted by Raphael. Name and locate the one painted by Murillo. Locate the *Sistine Madonna* and tell the name of the artist who painted it.

MONTHS OF THE YEAR

48. Teach the names of the months of the year, also appropriate quotations for each month.

Have the children stand in a row in front of the school and name each child a month. Have the children in their seats name them from left to right and from right to left. Teacher, touch the heads of the children in irregular order and call upon the class to name the months touched.

Arrange twelve children in a semi-circle and name each child a month. Call the name of a month and as you do so bounce a large rubber ball and the child whose name is called must catch it and bounce it back. Those who fail to hear their name, consequently fail to catch the ball, are to pass to their seats. When this can be done quickly add the season. Bounce the ball, call the month "March." The child whose name is "March" catches the ball and bounces it back. As he does so he says, "March, spring," or "December, winter."

Call upon a child for appropriate quotations. Call upon others to name the month. Teacher, name a month and call upon a child for an appropriate quotation.

EYE TRAINING

49. Choose six children and give each one a word to indicate his locality for observation. Ex.: Blackboard, number table, teacher's desk, pictures. The children chosen are to run lightly about, return to the front of the room, and tell what they saw in their locality, as I

saw the quotation, "In ourselves the sunshine dwells, in ourselves the music swells." "I saw a two-inch cube on the number table." "I saw a vase of flowers on the teacher's desk." (Encourage variety in expression.) After each child has made his statement in regard to the things observed he is to pass to his seat. Six other children are to be chosen who are to tell what they heard the others say. Ex.: "I heard John say that he saw a two-inch cube on the number table."

OBSERVATION AND MEMORY

50. Call two children to the front of the room. Have one leave the room and the other run quickly and touch three or more children who are to change seats. The child who left the room is called in and tells the changes which have taken place, as "John changed seats with Mary; Willie with Alice; George with Robert." If all the changes made are given correctly he calls some one to take his place and he takes the place of the one who touched the children in their seats.

LANGUAGE

51. Material—Pictures of the people of different nations.

A. Show a picture. Have the children tell the name of the country.

B. Show a picture for an instant, remove it, and have the children tell the name of the language they speak. Ex.: "They speak French."

C. Show a picture for an instant, remove it, and have the children tell some peculiarity of their country—or dress. Ex.: Holland is a very low country. The Dutch people wear wooden shoes.

D. As the pictures are shown have the children give some product of the country—or some characteristic custom.

WORD DRILL

52. Material—A set of cards upon which are written, or printed, in large form, words difficult for the children to learn and retain.

Teacher, write five of these words on the board and the children name them. Give out cards with corresponding words on them. Those having the cards must step before the class and arrange themselves in the order suggested by the list of words. Erase the list of words and give the cards to other children. These children arrange themselves in the order suggested by the list and the class pronounce the words in concert.

EAR TRAINING

53. Material—Bells of different sizes and tones.

A. Teacher, ring each bell and designate it in the following way: This is the school bell; this is the bicycle bell; this is the ice-cream bell; this is the dinner bell; this is the church bell. Tell the children to close their eyes and listen to the different bells as they are rung. Call upon a child to tell what he heard. Ex.: "I heard the school bell."

B. Tell the children to close their eyes and listen carefully. Teacher, strike a tin pan, a piece of iron, a tumbler. Call upon a child to tell what was struck. Ex.: "You struck a piece of iron, a tin pan and a tumbler."

C. Direct the children to close their eyes and listen carefully. Teacher, take several steps, hop a number of times, and jump. Call upon a child to tell what he heard. Ex.: "I heard you take three steps, hop twice,

and jump once." "I heard you open the door, ring the ice-cream bell, and write on the board."

D. Direct the children to close their eyes—and listen carefully to what is done. Teacher, make marks on the board in this way: II III II, and call upon a child to tell what he heard. Ex.: "I heard two, three, two." "I heard four, three, one."

CONCENTRATION

54. Place a large square upon the board and divide it into sixteen squares. Have the children name the squares, as, The first square in the second row, the fourth square in the third row, and so on. Ask a child to draw lines according to direction. Draw a diagonal line from the upper left-hand corner to the lower right-hand corner in the third square in the first row. Bisect the second square in the fourth row from top to bottom. Bisect the square in the lower left-hand corner from right to left.

Tell the children to hide their faces and ask John to draw a simple sketch in any one of the squares. At a given signal the children look up, observe, and tell what John did. Ex.: "John drew a bell in the third square in the fourth row."

CLASSIFICATION

55. Talk to the children about the three kingdoms. Inspire them to bring in specimens from each kingdom and classify them as they are brought in. Mount such specimens, as, gold and silver trinkets, lead, copper, coal, starch, steel and bone upon cards $2\frac{1}{2} \times 4$ inches. Put the soda, salt, pepper and water in small bottles and fasten the bottles to the cards. The following specimens should be secured: Raffia, cork, fur, gold, silver, lead, tin, brass, sealing wax, silk, wool, bone button, coal, leather

or kid, sponge, pearl button, steel pen, nail, penny, sugar, linen cloth, cotton cloth, wood, soda, salt, pepper, paper, vegetables and fruit, etc.

A. Have these specimens on a number table and the class around the table. Show any one of the specimens, remove it and call upon a child to name the kingdom to which it belongs.

Teacher, call for specimens belonging to the vegetable kingdom and have them found and named by the children. Ex.: Cork belongs to the vegetable kingdom. Call for articles belonging to the other two kingdoms in a similar way.

B. Have three children step to the table and quickly separate the articles into the different kingdoms.

C. Give to each child a sheet of paper. At the top of the paper have each one write *Animal—Vegetable—Mineral*. Show a specimen for an instant, remove it, and have the children write the name of the specimen shown under the proper heading or under the name of the kingdom to which it belongs.

Have the children exchange papers and make corrections.

MENTAL DRILLS

56. Cut large figures from a calendar and mount them in a straight row down the middle of a strawboard oblong 7x20 inches. Place this oblong at the side of the blackboard. Write a figure on the blackboard near it and give a quick drill in addition by pointing to the figure on the board and one on the card and require the children to give the sum. Use this same device and ask the children to give the difference, also use it for a quick drill on the multiplication table. Erase the figure on the

board, place a different one there and proceed as directed above. Tell the children to add two to each number in the row; subtract three from each number; multiply each number in the row by any desired number; to give a half, a third, or a fourth of each number.

57. Cut figures from a calendar. Take a square of strawboard 18x18 inches. Draw as large a circle as possible upon this square. Paste the figures at equal distances around the circle. Pin a figure in the center of the circle, so that it can be changed from time to time. Point quickly to the figure in the center and then to one on the circle and ask a child for the product. This is an excellent device for drill upon the multiplication table.

CONCENTRATION AND MEMORY

58. Give several commands, as Roll the ball; Eat some candy; Strike the triangle; and call upon three children to perform the actions. The child whose name was called first is to obey the first command; the second child, the second command; the third child, the third command. Each child is to tell what he did; as "I rolled the ball; I ate some candy; I struck the triangle."

EAR TRAINING AND MEMORY

59. Ask two or three pupils to turn their backs and others to speak; as one child says, "Good morning"; another, "How do you do?" another, "It snowed yesterday." Pupils having their backs turned are to tell who spoke and what was said.

Ex.: John said, "Good morning." Mary said, "It snowed yesterday." Helen said, "How do you do?"

LANGUAGE AND MUSIC

60. Material—Mounted pictures of musicians and songs composed by them.

Teach the children one of these songs, tell the story of the life of the composer, and show his picture. Continue in this way until several songs and composers are familiar to the children.

Teacher, sing a part of one of these songs and call upon a child to name and show the picture of the composer. Teacher, name a composer and ask a child to sing one of his compositions.

One verse of *The Morning Hymn* set to Beethoven's music, a patriotic song set to Haydn's music, "Spring Song" by Schumann, one verse of "Home, Sweet Home," Julia Ward Howe, "America," S. F. Smith, are suggestive for this work, and are to be used as directed above.

(This exercise was seen in a first grade room and was very beautiful.)

CONCENTRATION

61. Have a child perform an action and tell what he did, as "I struck the triangle." Have a child perform the same action and one more, tell what he did, also what the first one did, as "Mary struck the triangle, I wrote the word dog on the board." Call upon another child to perform the two actions and one more and tell what each one did. Continue until a mistake is made, then begin a new game.

This exercise may be made interesting by having all the actions, those performed by a certain class of people, as the Indians, or those of a certain occupation. The children perform readily some of the actions of the carpenter.

This exercise demands attention and concentration and is an excellent language lesson.

NUMBER

62. **Material**—Squares of different sizes cut from colored paper and mounted on cards, (a two-inch square, a six-inch square, a four-inch square, etc.)

Place the cards on the ledge of the blackboard and have them named from right to left and from left to right. Have the children close their eyes and the teacher remove one or more of the cards. Children tell which ones are missing.

Teacher, show a three-inch square for a moment and then ask, "How many one-inch squares can be cut from this square?" Answer, "You can cut nine one-inch squares from a three-inch square." Use the other squares in the same way.

Place the squares before the children and say, "Bring me the square from which I can cut four one-inch squares." Call for the others in a similar way.

RECOGNITION OF KINDS OF WOOD

63. **Material**—Specimens of different kinds of wood.

Teach the children to recognize and name these specimens. Hold up different woods for quick recognition, remove them and have the children name the kinds seen.

Distribute the specimens among the children and have each child run to the front of the room, hold up the wood and name it. At a given signal the children standing on the floor exchange specimens and name them.

Teacher, write the name of a kind of wood upon the board. Erase the word and call upon different children to find the kind of wood.

Show several different specimens, remove or cover them and have the children write the names of the specimens seen in the order in which they were arranged or shown.

(Eighteen different kinds of wood were recognized in a room in which this exercise was given.)

CONCENTRATION

64. Send several children to the blackboard to write quickly a word they know. Erase the words and ask a child in his seat to name each child and tell the word he wrote. Ex.: John wrote "cow." Mary wrote "tall."

PICTURE EXERCISE

65. Mount Boughton's pictures of the Pilgrims for this exercise.

Give a quick drill upon naming the pictures, and place them upon the ledge of the blackboard. Give an instant for quick observation of the arrangement, then have the children close their eyes. Teacher, change the arrangement and call upon a child to replace them as they were originally.

Call upon a child to distribute three or four pictures to the members of the class and recall them in the following way: John, please bring me "The Return of the Mayflower." Arthur, please bring me "Priscilla."

66. Several children stand before a class each holding a picture. Teacher, take the pictures from the children and give them to a child in the class, telling him to give them back to the children who first held them.

Send a child out of the room, but within hearing distance. Teacher, nod or whisper to a child in the room to sing, and to another to repeat a memory gem, and to another to read from the blackboard. Call the child

who went outside and ask him to tell what was done and by whom.

SEASONS

67. Teach the names of the seasons, the names of the months in each season, and an appropriate quotation for each season.

A Suggestive Drill. Teacher, call the name of a season, as winter. Children tell the name of a month in that season. Ex.: December is a winter month. Teacher, call the name of a month, children tell the season to which it belongs. Ex.: April is a spring month.

Call twelve children to the front of the room and name each child a month. Tell all the spring months to step to the right, all the winter months to run to the left, all the summer months wave their hands, all the autumn months repeat an autumn quotation.

Show pictures representing different seasons for quick observation, remove them and call upon a child to name the season.

Call upon a child for a quotation, call upon others to name the month. Teacher name a month, call upon a child for an appropriate quotation.

Call four children to the front of the room and name them, Summer, Spring, Autumn, Winter. Bounce a large rubber ball and call the name of a month, as June and the child whose name is Summer is to catch the ball. Call March and the child whose name is Spring is to catch the ball, and so on. (This is an intensely interesting game, causes quick mental action, and holds the attention of the entire school.)

BIRD EXERCISE.

68. Material—Mounted pictures of birds and appropriate quotations for each one.

Teach the name and characteristics of each bird. Show a picture, remove it, call upon a child to name the bird and tell all he knows about it. Show a picture, remove it, call upon a child to name the class to which it belongs; as a wader, swimmer, singer, bird of prey. Describe a bird as to color or habits and have a child name the bird described. Place the cards on the ledge of the board and have them named from right to left and vice versa. Change the arrangement and have them replaced as they were originally.

Have a child give a quotation as:

“Not an inch of his body is free from delight,
Can he keep himself still if he would?
O not he!

The music stirs in him like wind through a tree.”
A child then gets the meadow lark.

Place the mounts on the ledge of the board. As each one is placed have the entire school give an appropriate quotation, as:

BLUEBIRD

“Winged lute that we call a bluebird,
You blend in a silver strain
The sound of the laughing waters,
The patter of spring's sweet rain,
The voice of the wind, the sunshine
And fragrance of blossoming things.
Ah! You are a poem of April, that
God endowed with wings.”

SWALLOW

“Come, summer visitant, attach
To my red roof thy nest of clay,
And let my ear thy music catch,
Low twittering underneath the thatch
At the gray dawn of day.”

BIRD QUOTATIONS

THE HUMMING BIRD

A flash of harmless lightning,
A mist of rainbow dyes,
The burnished sunbeams brightening,
From flower to flower he flies.

John Bannister Tabb.

THE BLACKBIRD

Blackbird! sing me something well;
While all the neighbors shoot thee round,
I keep smooth plats of fruitful ground,
Where thou may'st warble, eat and dwell.

Alfred Tennyson.

THE SONG SPARROW

There is a bird I know so well,
It seems as if he must have sung
Beside my crib when I was young;
Before I knew the way to spell
The name of even the smallest bird,
His gentle, joyful song I heard.

Henry Van Dyke.

ROBIN

The sweetest sound the whole year round—
'Tis the first robin of the spring—
The song of the full orchard choir
Is not so fine a thing.

Edmund Clarence Stedman.

TO AN ORIOLE

How falls it, oriole, thou hast come to fly
 In tropic splendor through our northern sky?
 At some glad moment was it nature's choice
 To dower a scrap of sunshine with a voice?

Or did some orange tulip, flaked with black,
 In some forgotten garden, ages back,

Yearning toward Heaven till its wish was heard,
 Desire unspeakable to be a bird?

Edgar Fawcett.

TO A WATER-FOWL

He who from zone to zone,
 Guides through the boundless sky thy certain flight,
 In the long way that I must tread alone,
 Will lead my steps aright.

Wm. Cullen Bryant.

THE BLUEBIRD

The bluebird chants from the elm's long branches,
 A hymn to welcome the budding year.
 The south wind wanders from field to forest,
 And softly whispers, "The spring is here."

Wm. Cullen Bryant.

THE SWALLOW

The robin may warble his merriest tune,
 The leaves may be green on the tree,
 But the blithe little swallow will wait for the June;
 For the bird of the summer is he.

Selected.

THE SKYLARK

Bird of the wilderness,
Blithesome and cumberless,
Sweet be thy nature o'er moreland and lea!
Emblem of happiness,
Blest is thy dwelling-place;
O to abide in the desert with thee!

Selected.

THE BOBLINKS

When nature had made all her birds,
With no more cares to think on,
She gave a rippling laugh, and out
There flew a Bobolinkon.
Christopher Pearse Crauch.

THE SANDPIPER

Across the narrow beach we flit,
One little sandpiper and I;
And fast I gather bit by bit,
The scattered driftwood, bleached and dry.
Celia Thaxter.

AN ANGLER'S WISH

I think the meadow-lark's clear sound
Leaks upward slowly from the ground,
While on the wing
The bluebird's ring
Their wedding bells to woods around.
Henry Van Dyke.

THE HERMIT THRUSH

Who rings New England's Angelus?
A little bird so plainly dressed

With robe of brown and spotted vest.
 He rings New England's Angelus.
 Nelly Hart Woodworth.

THE EAGLE

He clasps the crag with hooked hands;
 Close to the sun in lonely lands,
 Ring'd with the azure world he stands.
 Alfred Tennyson.

THE KINGFISHER

Have you ever seen my fisher-friend,
 Where some lone brook is flowing,
 When summer's skies are blue and clear,
 And summer's flowers are blowing?
 Alix Thorn.

THE GULL

I see the solemn gulls in council sitting
 On some broad ice-floe, pondering long and late,
 While overhead the home-bound ducks are flitting,
 And leave the tardy conclave in debate.
 Oliver Wendell Holmes.

THE OWL

In the hollow tree, in the old gray tower,
 The spectral owl doth dwell;
 Dull, hated, despised, in the sunshine hour,
 But at dusk he's abroad and well!
 Not a bird of the forest e'er mates with him;
 All mock him outright by day;
 But at night, when the woods grow still and dim,
 The boldest will shrink away!

O, when the night-falls, and roosts the fowl,
Then, then, is the reign of the horned owl!
Barry Cornwall.

WILD GEESE

The wind blows, the sun shines, the birds sing loud,
The blue, blue sky is flecked with fleecy dappled cloud,
Over earth's rejoicing fields the children dance and sing,
And the frogs pipe in chorus,
"It is spring! It is spring."

Celia Thaxter.

THE FLIGHT OF THE BIRDS

Whither away, Robin,
Whither away?
Is it through envy of the maple-leaf,
Whose blushes mock the crimson of thy breast,
Thou wilt not stay?
The summer days were long, yet all too brief
The happy season thou hast been our guest:
Whither away?

Whither away, bluebird,
Whither away?
The blast is chill, yet in the upper sky
Thou still canst find the color of thy wing,
The hue of May.
Warbler, why speed thy southern flight? Ah, why,
Thou, too, whose song first told us of the spring?
Whither away?

Whither away, Swallow,
Whither away?
Canst thou no longer tarry in the North,

Here, where our roof so well hath screened thy nest?

Not one short day?

Wilt thou—as if thou human wert—go forth

And wander far from them who love thee best?

Whither away?

Edmund Clarence Stedman.

THE BOBOLINK

Bobolink! that in the meadow,
 Or beneath the orchard's shadow,
 Keepest up a constant rattle,
 Joyous as my children's prattle,
 Welcome to the north again!
 Welcome to mine ear thy strain,
 Welcome to mine eye the sight
 Of thy buff, thy black and white.
 Gayest songster of the spring!
 Thy melodies before me bring
 Visions of some dream-built land,
 Where by constant zephyrs fanned,
 I might walk the livelong day,
 Embosomed in perpetual May.
 Nor care nor fear thy bosom knows;
 For thee a tempest never blows;
 But when our northerp summer is o'er;
 By Delaware's or Schuylkill's shore
 The wild rice lifts its airy head,
 And royal feasts for thee are spread.
 And when the winter threatens there
 Thy tireless wings yet own no fear,
 But bear thee to more southern coasts,
 Far beyond the reach of frosts.
 Bobolink! still may thy gladness
 Take from me all taints of sadness;
 Fill my soul with trust unshaken
 In that Being who has taken

Care for every living thing,
In Summer, Winter, Fall and Spring.
Thomas Hill.

THE VESPER SPARROW

It comes from childhood land,
Where summer days are long
And summer eves are bland—
A lulling good-night song.

Upon a pasture stone,
Against the fading west,
A small bird sings alone,
Then dives and finds its nest.

The evening star has heard,
And flutters into sight;
O childhood's vesper-bird,
My heart calls back, Good-night.
Edith M. Thomas.

KINDS OF FUR

69. Material—Samples of different kinds of fur; beaver, otter, seal, monkey, Persian lamb, mink, sable, squirrel, buffalo, bear and fox.

Familiarize the children with the name of each one and lead them to discover for themselves the use of each. (Much interesting work may be done along the line of comparison, also the reason why some are more valuable than others.)

From an instant's observation ask a child to name the fur seen, the animal from which it came, the home of the animal and its use. Example: Seal skin, found in Alaska, used to make coats, capes and muffs.

KINDS OF LEATHER

70. Material—Samples of different kinds of leather.

Familiarize the children with the name of each, and lead them to discover for themselves the use of each. Show a sample for observation, remove it and ask a child to name it. Show other samples in the same way. Ask several children to stand in a row and put their hands behind them. Place in each child's hand a piece of leather and ask him to name it from the sense of touch. Tell the children in the row to show their samples to the class and run into the hall. Have a child in the class call them back in this way: Alice, please bring me the pig skin. Harvey, please bring me the calf skin. George, please bring me the alligator skin.

B. Teacher, hold up a sample of leather for observation, remove it and call upon a child to name the leather and its use. Examples: Kid, used in the manufacture of gloves. Morocco, used in the manufacture of purses and bags.

IMITATION

71. Material—Pictures of objects or animals, as, a horse, fly, dog, apple, flag, etc., mounted upon cards.

Show a card for an instant, remove it, and have a child, or a number of children, pass to the board and write the name of the animal or object seen.

Require a child, or a number of children, to perform an action, then pass to the board and write the word which tells what he can do, as run, eat, fly, drink, draw, write, throw.

NUMBER EXERCISE

72. Paste large figures, cut from calendars, on cards 4x9 inches.

Show a card for an instant's quick observation, remove it and call upon a child for the sum. Show another card

and call upon a child to give the difference. Continue until a number of cards have been shown. Show a card for an instant and then call upon a child to multiply the sum of each by two or three, or any number upon which the children need drill.

Place a card in the hand of each child in the class. The game begins: 1st Child, "My number is $7-3$." Alice answers, "Your number is 4." 2nd Child, "There are 3, 3's in my number." Robert answers, "Your number is 9." 3rd Child, " $12-7$ is my number." Harry answers, "Your number is 5." 4th Child, "My number is $6+6$." George answers, "Your number is 12." (This is an excellent exercise for quick mental work on the various combinations, and it holds the interest of the entire class. All must work.)

73. Prepare a number of cards 3×9 inches. Paste one large figure at the top of each one.

As the cards are shown the children are to supply the number that will make twelve, or any other desired number. Double each one as it is shown. Square each one. Give $\frac{1}{2}$ or $\frac{1}{3}$ or $\frac{1}{4}$ of each number. Add five (or any number desired) to each one as it is shown. Multiply each number by two, etc.

Place several cards in a row on the ledge of the blackboard, as 8, 5, 6, 10, 7. Have them visualized by naming them from right to left. (Begin with three figures and gradually increase the number.) Turn the backs of the cards to the class. The children in the class respond as follows: One child says, " $5+3$ are 8"; another one, " $4+2$ are 6"; another one, " $5+5$ are 10"; another one, " $4+3$ are 7," or one child may give them all or as many as he can remember.

74. Have the children in the class form a square and give each child a number. Teacher, stand on the outside of the square with a large rubber ball and give cer-

tain number combinations, as $5+2$, $6+3$, $7-4$, 5×4 , and at the same time toss the ball high in the air so that it will come down in the center of the square. The child whose number is the correct answer is to catch the ball, give the sum, difference or product and toss the ball back to the teacher.

No child in the square is to move or touch the ball except the ones having the correct answer. This little game requires every child to think out every answer.

75. Class form a circle. One child name a number, the next add to it or subtract from it another number and the next child name the result. This should be continued rapidly around the ring. The one who fails or is not ready to respond steps into the center of the ring.

76. Prepare a set of cards 3×9 inches and paste three large figures on each one.

Give the following exercises: Show a card for an instant and require the quick addition. From the sum of the two upper ones subtract the lower one. Add and give $\frac{1}{2}$ the sum. Add the two upper ones. Add the two lower ones. Add the first and the last.

NAMES OF BUILDINGS

77. Material—Mounted pictures of familiar public buildings, of natural features and objects of local interest, as statues, parks, military posts, etc.

Teach the children to recognize and name these pictures in any order in which they may be placed. Teach the location of each building. Show a picture for an instant, remove it, then ask a child to name the building and give its location. Teacher, give a location and call upon a child to name the building which occupies that location.

PRESIDENTS

78. Material—Pictures of the presidents of the United States mounted on mounts 6x10 inches.

Familiarize the children with the names of the presidents, place them upon the ledge of the board and have them named from right to left and from left to right. Change the arrangement as suggested in previous exercises.

Tell a child to touch the picture of our first president. He touches it and says, "George Washington was our first president." Show me the picture of the president who said, "Gold is good in its place, but living, patriotic men are better than gold." A child shows it and says, "It was Abraham Lincoln who made that statement." Show me the picture of one who was instrumental in forming the constitution of the United States. Bring me the picture of one who was a great general in the Civil War. Show me the picture of the president you most admire, and tell me why you admire him. Touch the picture of one who has served for two terms. Tell me something interesting about the second picture from the left.

This exercise not only affords an opportunity for the children to learn the names of the presidents, but it is also an excellent means of familiarizing them with important events.

VISUALIZATION

79. Write words from the spelling lesson upon separate cards and place one or more of these cards upon the ledge of the board (words downward) in front of each child. At the signal "one" the children pick up the card or cards and look at the words. At the signal "two" they lay the card down as before, and write the words on the board. At the signal "three" they com-

pare the words written with the ones upon the cards and correct their mistakes.

MEMORY

80. Teacher, touch three children very quickly and they run to the front of the room in the order in which they were touched. The first one touched is to stand first, the second one second, and the third one third. The children in their seats observe for an instant. The children on the floor run back to their seats. Call upon a child to touch the same three children in exactly the same order as did the teacher, also touch three others of his own choice. The children in their seats observe, then the six children run to their seats. Call upon a child to touch the six children, and then three of his own choice. The children in their seats observe as before, then the nine return to their seats. So continue until a mistake is made.

This exercise, like all sense training exercises, must be given quickly and quietly. (The second time this exercise was given in a B 1st grade room the children were able to touch twenty-one children.)

PHONICS

81. Material—A set of cards upon which is printed or written the letters of the alphabet, also different phonograms.

Show a card and have the children give the sound. Show a card and the child who can give the sound is to have the card. Continue in this way until all the sounds have been given. To recall the cards, teacher give the sound and the child who has the card is to return it.

Show several cards in succession and require a child to give the sounds in the exact order in which they were shown.

Arrange a number of the cards on the ledge of the blackboard. Tell a child to quickly select two cards, a letter and a phonogram which will form a word, and hold them up for the class to pronounce. Give many of the children an opportunity to do this.

Distribute the cards one or more to each child. Teacher, sound a word and the children holding the cards that form that word step forward and show their cards. The class is to sound or pronounce the word.

POETS

82. Material—Mounted pictures of the poets and appropriate quotations from each.

By interesting drills teach the names and nationality of the poets, and have a quotation or several quotations from each one memorized by the children.

Hold up a picture of a poet for an instant's observation, remove it and call upon a child to name the poet. Show a picture, remove it, and ask a child to name the poet, his nationality and a poem written by him. Ex.: "Henry W. Longfellow, an American poet, who wrote 'The Children's Hour.'"

Arrange the pictures upon the ledge of the blackboard and ask a child to name and collect all the American poets, all the English poets, all the Scotch poets, etc. Ask a child to select and name the picture of a poet who wrote poems for children. Ex.: Alice Cary or Robert Louis Stevenson.

Ask a child to select and name the picture of one who wrote poems about children, as, Eugene Field, John G. Whittier.

Arrange the pictures along the ledge of the blackboard. Teacher, recite a poem or quotation and ask a child to show the picture and name the poet who wrote it. Ask a child to give his favorite quotation and call

upon another child to find the picture of the poet who wrote it.

Show a picture of a poet, remove it and call upon a child or upon different children for quotations or poems written by him.

THE WIND

I saw you toss the kites on high
 And blow the birds about the sky;
 And all around I heard you pass,
 Like ladies' skirts across the grass—
 O wind, a-blowing all day long,
 O wind, that sings so loud a song!

Robert Louis Stevenson.

THE THROSTLE

Summer is coming, summer is coming.
 I know it, I know it, I know it.
 Light again, leaf again, life again, love again,
 Yes, my wild little poet.

Alfred Tennyson.

DAFFODILS

I wandered lonely as a cloud
 That floats on high o'er vales and hills,
 When all at once I saw a crowd,
 A host of golden daffodils;
 Beside the lake, beneath the trees,
 Fluttering and dancing in the breeze.

Wm. Wordsworth.

THE RECOLLECTION

We wandered to the pine forest
 That skirts the Ocean's foam;

The lightest wind was in its nest,
The tempest in its home.
The whispering waves were half asleep,
The clouds were gone to play,
And on the bosom of the deep
The smile of Heaven lay.

Percy Bysshe Shelley.

THOUGHTS FOR THE DISCOURAGED FARMER

The summer winds is sniffin' round the bloomin' locus'
trees;

And the clover in the pastur' is a big day for the bees,
And they been a swiggin' honey, above board and on the
sly,

Tel they stutter in theyr buzzin' and stagger when they
fly.

The flicker on the fence-rail 'pears to jest spit on his
wings

And roll up his feathers, by the sassy way he sings.

* * *

Fer the world is full of roses and the roses full of dew,
And the dew is full of heavenly love that drips fer me
and you.

James Whitcomb Riley.

L'ALLEGRO

To hear the lark begin his flight,
And singing startle the dull night,
From his watch tower in the skies,
Till the dappled dawn doth rise;
Then to come in spite of sorrow,
And at my window bid good morrow,
Through the sweet-brier, or the vine
Or the twisted eglantine.

John Milton.

THE DOUBLE SUNFLOWER

The sunflowers hung their banners out in the sweet Sep-
tember weather ;
A stately company they stood by the garden fence to-
gether,
And looked out on the shining sea that bright and bright-
er grew,
And slowly bowed their golden heads to every wind that
blew.

Celia Thaxter.

AUTHORS AND QUOTATIONS

James Russell Lowell.

THE VISION OF SIR LAUNFAL

“And what is so rare as a day in June,
Then, if ever come perfect days,
Then Heaven tries the earth, if it be in tune,
And over it softly her warm ear lays.
Whether we look, or whether we listen,
We hear life murmur and see it glisten.”
“We may shut our eyes
But we cannot help knowing
That skies are blue
And the grass is growing.”
“Not what we give but what we share,
For the gift, without the giver is bare.”

Nathaniel Hawthorne

GRANDFATHER'S CHAIR

Henry W. Longfellow

HIAWATHA

THE CHILDREN'S HOUR

CHILDREN AND THE LEAVES

“What the leaves are to the forest,
With light and air for food,
'Ere their sweet and tender juices
Have been hardened into wood,
That to the world are children;
Through them it feels the glow,
Of a brighter and sunnier climate,
Than reaches the trunks below.

Come to me, O ye children,
And whisper in my ear,
What the birds and the winds are singing
In your sunny atmosphere.
Ye are better than all the ballads,
That ever were sung or said,
For ye are the living poems
And all the rest are dead."

John Greenleaf Whittier.

SNOWBOUND

"The sun that brief December day
Rose cheerless over hills of gray."

THE BAREFOOT BOY

"Blessings on thee, little man,
Barefoot boy, with cheek of tan,
With thy turned-up pantaloons,
And thy merry whistled tunes."

Oliver Wendell Holmes.

THE WONDERFUL ONE-HOSS SHAY

"Little of all we value here,
Wakes on the morn of its hundredth year,
Without both feeling and looking queer.
In fact there's nothing that keeps its youth
So far as I know, but a tree and truth."

Wm. Cowper.

THE CRICKET

Little inmate, full of mirth,
Chirping on my kitchen hearth,

Whereso'er be thine abode
Always harbinger of good.

O. W. Holmes.

TO AN INSECT

I love to hear thine earnest voice,
Wherever thou are hid,
Thou testy little dogmatist,
Thou pretty Katydid!
Thou mindest me of gentlefolks—
Old gentle folks are they—
Thou sayest an undisputed thing
In such a solemn way.

Wm. Cullen Bryant.

THE PLANTING OF THE APPLE TREE

Each year shall give this apple tree
A broader flush of roseate bloom,
A deeper maze of verdurous gloom,
And loosen, when the frost-clouds lower
The crisp brown leaves in thicker shower.
The years shall come and pass, but we
Shall hear no longer, where we lie,
The summer's songs, the autumn's sigh,
In the boughs of the apple tree.

Ralph Waldo Emerson.

ESSAYS ON NATURE

THE SNOW STORM

“Announced by all the trumpets of the sky,
Arrives the snow, and driving o'er the fields
Seems nowhere to alight; the whited air
Hides hills and woods, the river and the Heaven.”

THANKSGIVING SONG.

“For flowers that bloom about our feet
For tender grass so fresh and sweet,
For song of bird and hum of bee,
For all things fair we hear or see,
Our Father we thank Thee
For thy dear, everlasting arms,
That bear us o’er all ills and harms
For blessed words of long ago
That help us now, thy words to know,
Our Father, we thank Thee.”

Charles Dickens.

THE CRICKET ON THE HEARTH

DAVID COPPERFIELD

“Hail to the merry harvest time,
The gayest of the year,
The time of rich and bounteous crops,
Rejoicing and good cheer.”

QUOTATIONS FOR THE SEASONS

EARLY SPRING

Once more the Heavenly Power
Makes all things new,
And domes the red-plowed hills
With loving blue.

Alfred Tennyson.

SUMMER

When the heat like a mist veil floats,
And poppies flame in the rye,
And the silver note in the streamlet's throat
Has softened almost to a sigh,
It is July.

S. H. Swett.

INDIAN SUMMER

At last the toil encumbered days are over,
And airs of noon are mellow as the morn;
The blooms are brown upon the seeding clover,
And brown the silks that plume the ripening corn.

J. P. Irvine.

THE FIRST SNOW FALL

The snow had begun in the gloaming
And busily all the night
Had been heaping field and highway
With a silence deep and white.

Every pine and fir and hemlock
Wore ermine too dear for an earl,
And the poorest twigs on the elm tree
Was ridged inch deep with pearl.

James Russell Lowell.

SEPTEMBER

The hills are bright with maples yet,
 But down the level land
 The beech leaves rustle in the wind
 As dry and brown as sand.

Selected.

Sow with a generous hand ;
 Pause not for toil or pain ;
 Weary not through the heat of summer,
 Weary not through the cold spring rain ;
 But wait till the Autumn comes
 For the sheaves of golden grain.

Selected.

O golden fields of bending corn,
 How beautiful they seem !
 The reaper folk, the piled up sheaves,
 To me seem like a dream.

Mary A. Howitt.

When late in summer the streams run yellow,
 Burst the bridges and spread into bays ;
 When berries are black and peaches are mellow,
 And hills are hidden by rainy haze.

Richard Watson Gilder.

Time passed and Autumn came to fold
 Green summer in her brown and gold
 And close at hand the basket stood
 With nuts from brown October's wood.

John G. Whittier.

OCTOBER

Down in the dear old orchard,
 Some bright October day,

The children gather the apples,
With song and laughter gay.

Selected.

NOVEMBER

November days are stealing,
All swiftly on their way;
The squirrels now are working
The leaves are out at play;
The busy, busy children
Are gathering nuts so brown,
And birds are gaily planning
A winter out of town.

Selected.

THE CRICKET

Little inmate full of mirth,
Chirping on my kitchen hearth,
Whereso'er be thine abode
Always harbinger of good.

Wm. Cowper.

Hail to the merry harvest time,
The gayest of the year,
The time of rich and bounteous crops
Rejoicing and good cheer.

Charles Dickens.

AUTUMN FIRES

In the other gardens
And all up the vale,
From the autumn bonfires
See the smoke trail.

Robert Louis Stevenson.

DECEMBER

“Once on a cold December night
 An angel held a candle bright,
 And led three wise men by its light
 To where a child was sleeping.”

“Above our heads the joy bells ring
 Without the happy children sing,
 And all God’s creatures hail the morn
 On which the holy Christ was born.”

While merry bells are ringing,
 And happy voices singing,
 Because the blessed Christ-Child
 Long years ago was born,

Oh! may we all remember,
 In the cold and bleak December,
 There are many, many children
 Unhappy and forlorn.

Let us try to lift their sadness,
 Let us fill their hearts with gladness,
 And share with them the brightness
 Of the joyful Christmas morn.

Selected.

WHY

Why do bells for Christmas ring?
 Why do little children sing?

Once a lovely shining star,
 Seen by shepherds from afar,
 Gently moved until its light
 Made a manger cradle bright.
 There a darling baby lay,
 Pillowed soft upon the hay;
 And its mother sang and smiled,
 “This is Christ, the holy Child.”

Therefore, bells for Christmas ring.
Therefore, little children sing.
Eugene Field.

JANUARY

He comes, he comes, the Frost Spirit comes! Let us
meet him as we may,
And turn with the light of the parlor fire his evil power
away;
And gather closer the circle round, when that firelight
dances high,
And laugh at the shriek of the baffled fiend as his sound-
ing wing goes by.

J. G. Whittier.

Hurrah for the jolly old winter,
The King of the seasons is he,
Though his breath is cold and icy,
His heart is full of glee.
He piles up the beautiful snow-flakes
On the apple trees bare and brown,
And laughs when the north wind shakes them
Like a shower of blossoms down.

Selected.

IN JANUARY

"How can a little child be merry
In snowy, blowy January?
By each day doing what is best,
By thinking, working for the rest;
So can a little child be merry
In snowy, blowy January."
Hurrah for the jolly old winter!
He shouts at the door by night,
Come out where the ice is gleaming
Like steel in the cold moonlight.

2

Like swallows over the water,
 The skaters merrily go.
 There's health in the blustering breezes,
 And joy in the beautiful snow.

Emily H. Miller.

FEBRUARY

Will the winter never be over?
 Will the dark days never go?
 Must the buttercup and the clover
 Be always hid under the snow?
 Ah! lend me your little ear, love!
 Hark! 'Tis a wonderful thing!
 The weariest month of the year, love,
 Is shortest and nearest the spring.

Selected.

I send my love on the wings of a dove,
 This dear old St. Valentine's day,
 And you'll never know who
 Sent this message to you
 Unless you come back the same way.

Selected.

MARCH

The cock is crowing,
 The stream is flowing,
 The small birds twitter,
 The lake doth glitter,
 The green field sleeps in the sun.

2.

There's joy on the mountains;
 There's life in the fountains;
 Small clouds are sailing,

Blue skies prevailing;
The rain is over and gone.

Wm. Wordsworth.

The wind one morning sprang up from sleep,
Saying now for a frolic! Now for a leap!
Now for a madcap galloping chase,
I'll make a commotion in every place.

The wind has a language, I wish I could learn!
Sometimes 'tis soothing, and sometimes 'tis stern;
Sometimes it comes like a low sweet song,
And all things grow calm as the sound floats along.
Selected.

THE WIND

I saw you toss the kites on high,
And blow the birds about the sky:
And all around I heard you pass,
Like ladies' skirts across the grass—
O wind, a-blowing all day long,
O wind, that sings so loud a song!

I saw the different things you did,
But always you yourself you hid;
I felt you push, I heard you call,
I could not see yourself at all—
O wind, a-blowing all day long,
O wind, that sings so loud a song!

O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree?
Or just a stronger child than me?
O wind, a-blowing all day long,
O wind, that sings so loud a song!

Robert Louis Stevenson.

O Springtime, sweet!
 The whole earth smiles thy coming to greet;
 Our hearts to their inmost depths are stirred
 By the first spring flower and the song of the bird.
 Laudon.

O March that blusters, and March that blows,
 What color under your footstep grows?
 Beauty you summon from winter snows,
 And you are the pathway that leads to the rose.
 Celia Thaxter.

IN APRIL

The air is soft and balmy,
 The grass is growing green,
 The maple buds are swelling,
 Till their slender threads are seen.
 The brown brook chatters gayly
 Its rippling course along,
 And hark—from distant tree-top
 I hear the bluebirds' song.

2

O joyous, gladsome carol,
 Exultant, fearless, true!
 There is hidden a heavenly message
 'Neath that coat of heavenly blue.
 My heart thrills as I listen;
 God's love is sure and strong.
 Thank Him for life's awakening!
 Praise for the bluebird's song.
 Emily Gail Arnold.

APRIL

April cold with dropping rain,
 Willows and lilacs brings again,

The whistle of returning birds,
And trumpet-lowing of the herds;
The scarlet maple-keys betray
What potent blood hath modest May;
What fiery force the earth renews,
The wealth of forms, the flush of hues;
What joy in rosy waves outpouring,
Flows from the heart of Love, the Lord.
Ralph Waldo Emerson, from "May Day."

The rain is raining all around,
It falls on field and tree,
It rains on the umbrellas here
And on the ships at sea.

Robert Louis Stevenson.

SONG OF MAY MORNING

Now the bright morning star, Day's harbinger,
Comes dancing from the East, and leads with her
The flowery May, who from her green lap throws
The yellow cowslip and the pale primrose.
Hail, bounteous May, that doth inspire,
Mirth and youth, and warm desire;
Woods and groves are of thy dressing,
Hill and dale doth boast thy blessing,
Thus we salute thee with our early song,
And welcome thee and wish thee long.

John Milton.

All the birds and bees are singing,
All the lily bells are ringing,
All the brooks are full of laughter,
All the wind comes whispering after.
What is this the flowers say?
What is this the flowers say?
It is lovely May,

The flowers say 'tis lovely May,
Lovely, lovely May.

Selected.

The wind blows east,
The wind blows west;
The blue eggs in the robin's nest
Will soon have wings
And flutter and fly away.

Henry W. Longfellow.

VIOLET

They are here, tho' scarce the sleet
Hath ceased to fall o'er dale and hill;
Wild violets, too, as pure and sweet,
As ever grew by summer's rill.

Selected.

I know blue, modest violets,
Gleaming with dew of morn.
I know the place you come from,
And the way that you were born,
When God cuts holes in heaven,
The holes the stars look through,
He lets the scraps fall down to earth;
The little scraps are you.

Selected.

Fer the world is full of roses,
And the roses full of dew,
And the dew is full of Heavenly love,
That drips fer me and you.

James Whitcomb Riley.

The gay green grass comes creeping
So soft beneath their feet;

The frogs begin to ripple,
A music clear and sweet.

Celia Thaxter.

Spring has come back to us ; beautiful spring ;
Bluebirds and swallows are out on the wing ;
Over the meadows a carpet of green,
Softer and richer than velvet is seen ;
Up come the blossoms, so bright and so gay,
Giving sweet odors to welcome the May.
Sunshine and music are flooding the air ;
Beauty and brightness are everywhere.

Selected.

Merry, rollicking, frolicking May
In the woods came skipping one day ;
She teased the brook till it laughed outright,
And gurgled and scolded with all her might ;
She chirped to the birds and bade them sing
A chorus of welcome to Lady Spring ;
And the bees and the butterflies she set
To waking the flowers that were sleeping yet,
She shook the trees till the buds looked out
To see what the trouble was all about ;
And nothing in Nature escaped that day
The touch of the life-giving bright young May.

George McDonald.

We may shut our eyes
But we cannot help knowing
That skies are blue
And the grass is growing.

James Russell Lowell.

THE THROSTLE

Summer is coming, summer is coming ;
I know it, I know it, I know it.

Light again, leaf again, life again, love again,
Yes, my wild little poet.

Alfred Tennyson.

APPLE BLOSSOM

"Lady Apple Blossom,
Just arrived in town,
Wears a light-green bonnet
And a snowy-gown.

"The pretty dress is—
What do you think?
Five white petals
Just touched with pink."

Selected.

Every flutter of the wing,
Every note of song they sing,
Every murmur, every tone,
Is of love and love alone.

Henry W. Longfellow.

The March winds say, "Wake! Wake! Wake!"
The little birds say, "Joy! Joy! Joy!"
The little chicks say, "Peep! Peep! Peep!"
The little brooks say, "Run! Run! Run!"
The little buds say, "Spring! Spring! Spring!"
The little children say, "Fun! Fun! Fun!"
And all the world is Gay! Gay Gay!

Selected.

THE MAIDEN AND THE BLUEBIRD

Pretty little bluebird,
Won't you tell me true,
Why you wear a brown vest,
With your suit of blue?

O little maiden, truly,
While flying very low,
I brushed against the brown earth
Long, and long ago.

And once, my little maiden,
While flying very high,
My back and wings went brushing
Against the summer sky.

Saucy little bluebird,
Singing, off he flew,
With his pretty brown vest
And his suit of blue.

Selected.

JUNE

They ain't no style about 'em,
And they're sort o' pale and faded,
Yet the doorway here, without 'em,
Would be lonesome and shaded,
With a good 'eal blacker shadder
Than the mornin'-glories makes,
And the sunshine would look sadder
For their good old-fashion' sakes.

James Whitcomb Riley.

JUNE

On the windy hillsides
Daisies whitely blow,
While above them softly
Shade and sunshine go.

Birds their young are brooding
 In the orchard trees,
 In the fields of clover
 Hum the drowsy bees.

Selected.

JULY

When the heat like a mist veil floats,
 And poppies flame in the rye,
 And the silver note in the streamlet's throat
 Has softened almost to a sigh,
 It is July.

S. H. Swett.

THE FIREFLIES

Over the quiet meadows,
 Where the flowers have gone to bed,
 The fireflies dance with their lanterns,
 Guarding each drowsy head.

"They are fairies with lamps," said Louie,
 "Telling the daisies good-night."
 "They are sparks from the skies," said Mary;
 "I can see them burning bright."

But Baby Helen looked solemn;
 "I know," she said, "what I think;
 I guess it's only the mammas,
 And the baby flowers wanted a drink."
 Gussie P. DuBois.

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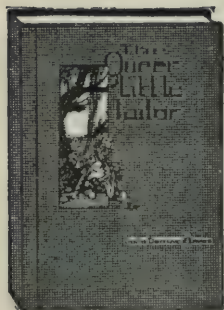
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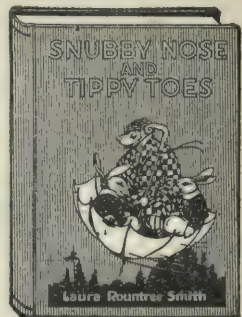
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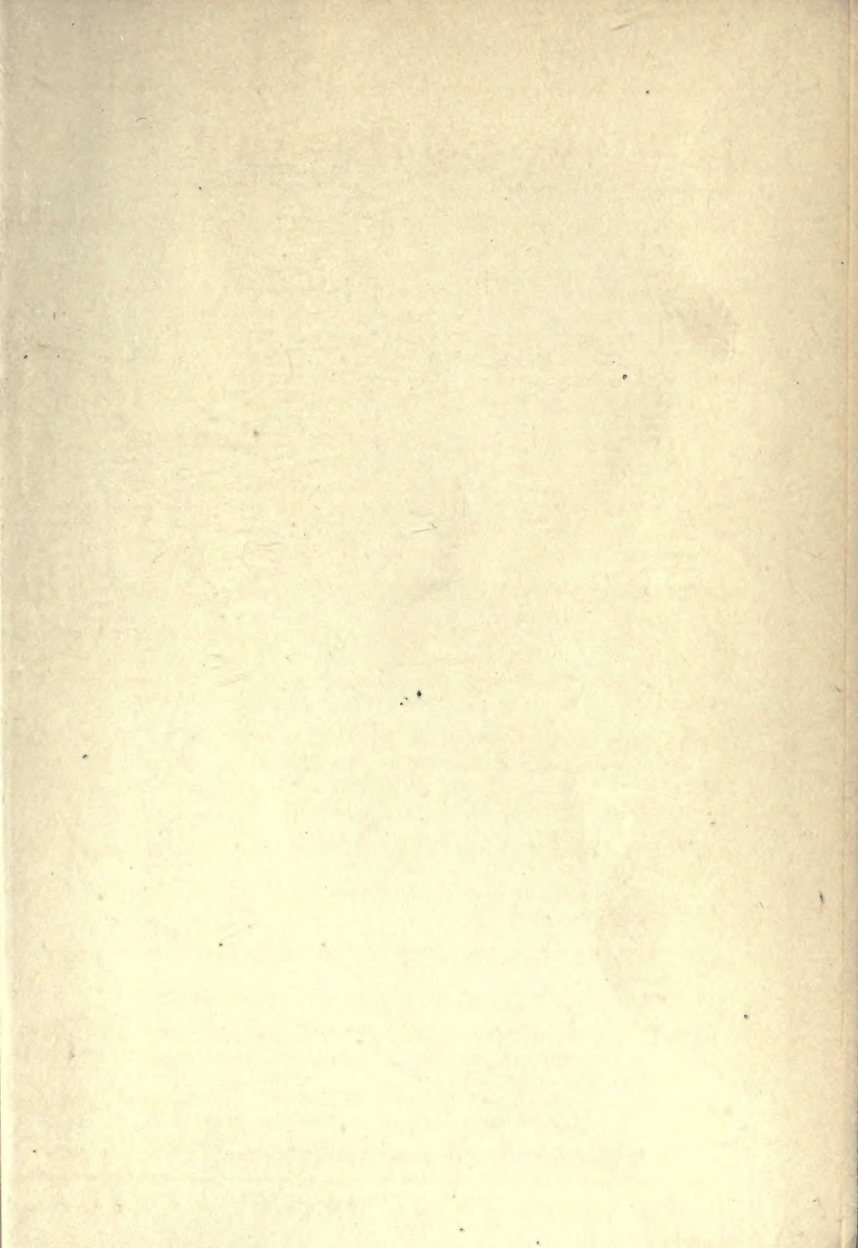
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